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ABSTRACT

Project PRIDE, a regional model for providing educational services to severely/profoundly handicapped school-aged individuals in rural southeastern Kansas, was designed to develop exemplary services in multiple special education cooperatives using a regional resource team approach. Resource team members served as consultants to classroom personnel and were closely involved in planning and implementation. PRIDE served a nine-county area encompassing 5,000 square miles and including a school-age population base of 30,000 students. Various service delivery models were utilized during the three year project: each model had distinct advantages and disadvantages. Components included services to students, classroom personnel, and parents. Participation ranged from 15 students in 1977-78 to 112 during 1979-80. Results were somewhat mixed. The most critical variable in determining the quality of special education was the classroom teacher: project experience indicated significant changes in quality of special educational programs would never occur in rural settings unless action was taken to drastically alter current practices of recruiting/selecting, motivating, and training personnel responsible for students' educational programs. Seven myths about rural special education emerged from the major issues and problems encountered. The document concludes with various inventories, surveys, assessments, and records used in the project. (BR)

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Project PRIDE

(Programming Regional Education for Difficult to Educate)

Contract #300-77-0253

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Final Report

October, 1980

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Prepared for Division of Innovation and Development, Office of Special Education, United States Office of Education (Formerly Bureau of Education for the Handicapped, Department of Health, Education, and Welfare).

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Part I

Technical Report

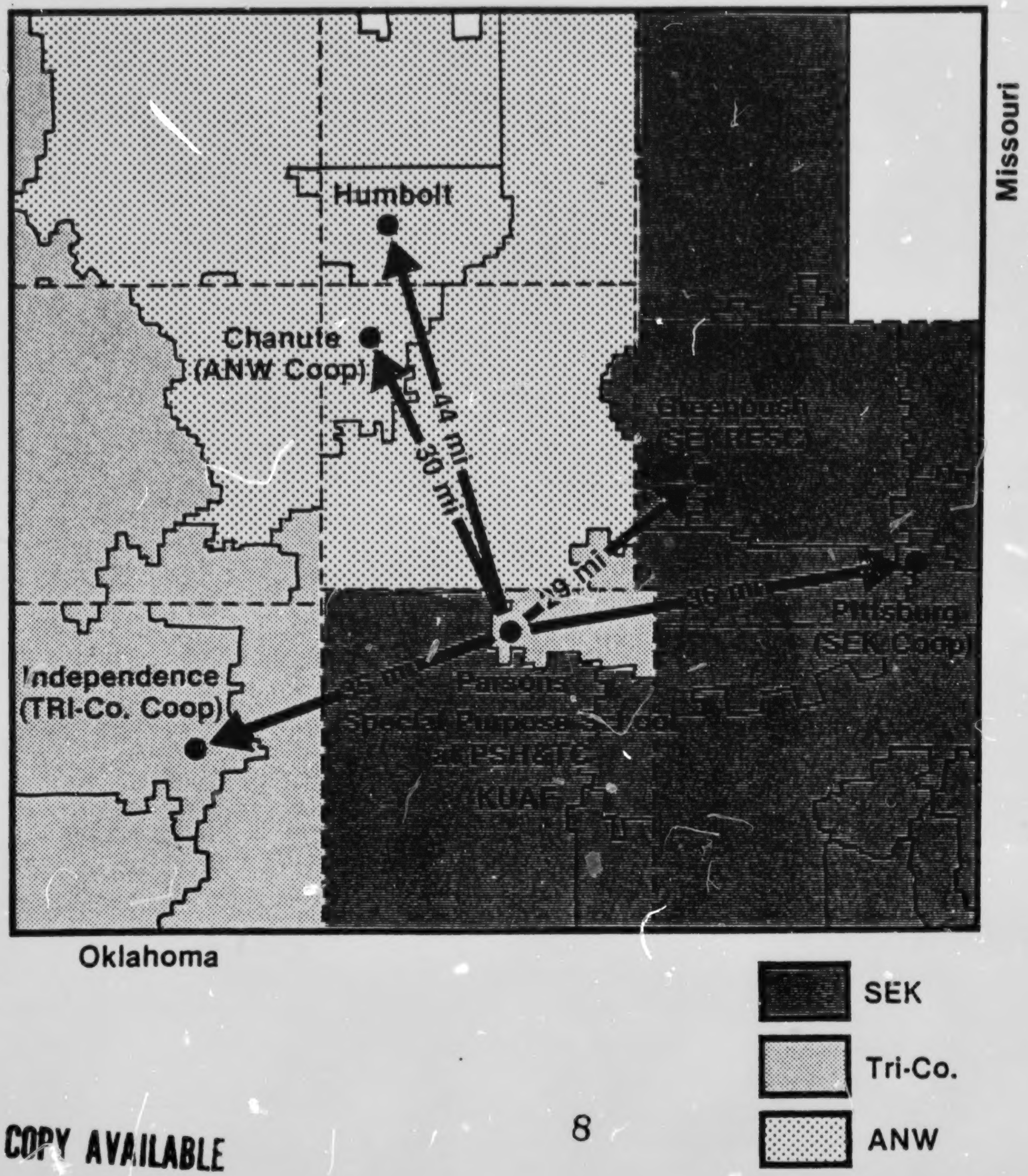
Project Pride (Programming Regional Intervention for Difficult to Educate) was a regional model for providing educational services to severely/profoundly handicapped school-aged individuals in rural areas. The project was designed to develop exemplary services in multiple special education cooperatives using a regional resource team approach. Resource team members served as consultants to classroom personnel and were closely involved in the planning and implementation of educational programs for the target population.

Project PRIDE served a nine-county area in southeast Kansas, which encompasses approximately 5,000 square miles and includes a school-age population base of 30,000 students. Twenty-eight individual school districts serve the area and special education services are provided through three multi-district special education cooperatives (Southeast Kansas, Tri-County, and ANW). A state institution for the mentally retarded (Parsons State Hospital and Training Center) is also located within this area. Residents of the institution receive educational services through a Special Purpose School operated by a regional education service center (Southeast Kansas Regional Education Service Center, SEKRESC). SEKRESC also contracts with the three special education cooperatives to provide itinerant teachers and therapists for low-incidence populations in the schools. This project was a cooperative effort between the agencies listed above and the Bureau of Child Research, University of Kansas. Figure 1 shows the southeast Kansas area, including the location and area served by each agency.

In 1977, when the original proposal for Project PRIDE was conceptualized, written, and subsequently funded by the Bureau of Education for the Handicapped (BEH), Office of Education, Department of Health Education and Welfare, public schools were not serving the majority of severely handicapped children. In rural areas during the late 1960's and early 1970's, many school districts had formed multi-school district cooperatives in order to efficiently deliver special education services to handicapped children. However, these cooperatives were providing services primarily to mildly and moderately handicapped students. The passage of PL 94-142 mandated a change in this situation and school districts were faced with a number of issues and problems regarding how to effectively and efficiently provide quality educational services to all handicapped children.

When developing programs for unserved populations, rural school districts were faced with many of the same problems as metropolitan districts (i.e., financing, manpower, facilities, transportation, instructional problems, etc.). However, these problems were intensified and compounded in regard to serving severely/profoundly handicapped persons in rural school districts because of the following:

Figure 1. Nine county region in southeast Kansas served by Project PRIDE showing A) geographic area served by each special education cooperative, B) school district boundries within each special education cooperative, C) locations of programs for severely multiply handicapped, and D) locations of project related agencies.


Missouri
Humbolt
Chanute
(ANW Coop)
44 mi
30 mi
Greenbush
(SEKRESC)
29 mi
36 mi
Pittsburg
(SEK Coop)
25 mi
Independence
(TRI-Co. Coop)
Parsons
Special Purpose School
SEKPSH&TC
KUAF
Oklahoma
SEK
Tri-Co.
ANW

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1. Generally, competent professionals in the fields of education, speech therapy, language development, adaptive physical education, physical therapy, occupational therapy, and vocational training were not available to serve severely and profoundly handicapped persons in rural areas. When these professionals were available, they frequently did not have sufficient experience, training, or interest in applying their skills to problems associated with severely/profoundly handicapped students.

2. The number of students within a multi-school district special education cooperative who have severe emotional disturbances, motor impairments, visual impairments, language delays, speech disorders, or hearing impairments is exceedingly small in comparison to metropolitan school districts. In metropolitan areas there are generally sufficient numbers of students to justify a number of different specialists to serve as support personnel for educational programs serving severely handicapped students. In rural special education cooperative programs, the total number of students with severe handicaps is frequently less than eight; therefore, it is extremely difficult to justify a number of different specialists.

3. Not only are there fewer students per school district in rural areas, but also the distance between the severely handicapped students and their attendance center is greater than in metropolitan areas. Often the distance between the student and the nearest attendance center which offers a needed educational service is so great that it is not feasible to transport the student to the appropriate site. For example, most special education cooperatives include a number of small communities with a distance of 20-50 miles between each community. Often, this distance is so great that students with similar needs cannot be served at the same site.

4. The current national trend toward declining student population and the resulting oversupply of public school facilities was not evident in many rural areas. According to a recent report from the Agriculture Department's Economic Research Service Division, there is a trend which began in 1970, toward an increase in the number of persons moving to rural settings. As a result of this rural revitalization, many rural schools are experiencing a shortage of classroom space. This shortage, coupled with the current national economic trend and the tendency of voters to reject proposals for new construction for classrooms, suggests that the current "space crunch" will not improve in the near future.

5. The general shortage of trained manpower to serve persons with severe handicaps is intensified in rural areas. Though this rural circumstance may appear somewhat inconsistent with previous comments regarding declining school populations in metropolitan areas, the problem is well documented in the area of rural medicine and other specialty areas. This difficulty may be a result of lower salaries and/or the current recruiting practices of rural school districts.

In southeast Kansas, educational programs for severely multiply handicapped were in their infancy when PRIDE began in 1977. The SEK and Tri-County Special Education Cooperatives had started programs during the 1976-77 school year. The ANW Cooperative was planning a program to be implemented in the fall of 1978. The Special Purpose School which serves residents of Parsons State Hospital and Training Center began operating during the summer of 1977 with a goal of serving all school age residents starting in the fall of 1977.

The University of Kansas, Bureau of Child Research had been operating a model school for moderately and severely handicapped in Parsons, Kansas for three years (1974-77). This project (Project MESH, USOE OEG 0-74-7991) had been one of the first ten model demonstration projects in the area of severely/profoundly handicapped funded by BEH. Project MESH had developed a rural service delivery model designed to serve one multi-school district cooperative. During the three-year project, severely and profoundly handicapped students had been integrated into a special school for trainable mentally retarded students.

Although Project MESH had been able to provide technical support and training to a multitude of persons concerned with programs for severely handicapped, the technical support provided to local education agencies (LEA's) in southeast Kansas had been limited due to the absence of such programs before 1976-77. As programs were initiated in Southeast Kansas, teachers assigned to these programs were generally not trained to provide educational programming for this population. Generally, they had received teacher preparation in the area of mildly retarded or had completed preparatory work in such related fields as psychology, social work, or recreation therapy. In addition, support personnel with expertise in programming for severely handicapped were not available in the schools or from local community agencies. It was the contention of the investigators of Project MESH that the knowledge and skills acquired by the MESH staff could be disseminated across the three special education cooperatives in southeast Kansas by providing a core resource team to provide direct support to the public school classroom personnel in such areas as assessment, IEP development, instructional content and strategies, classroom management and behavior control, etc. This was the rationale and basic premise behind the development of Project PRIDE.

During the three years of Project PRIDE, the service delivery model was modified and refined in an effort to develop an economically feasible system that met the needs of severely handicapped students and school personnel responsible for their education. The following will describe three service delivery models utilized by the project, the LEA classrooms involved in each model, and the advantages and disadvantages associated with each model.

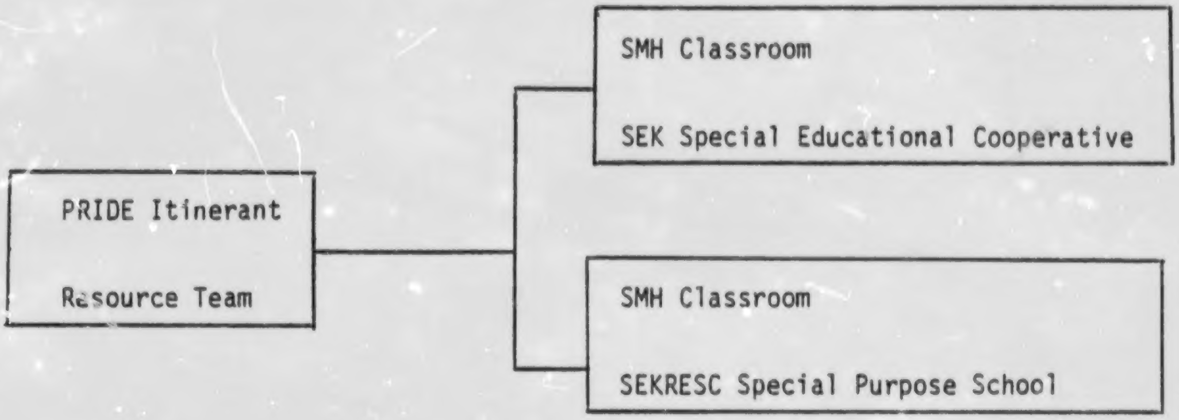
Service Delivery Models

The PRIDE-LEA interaction model for all three years consisted of: (a) PRIDE staff participating in the classroom environment and providing direct service to classroom personnel in all areas of student programming and classroom management; (b) periodic classroom meetings between LEA and PRIDE staff to review individual student programs and address general needs; (c) informal and formal inservice sessions provided for classroom staff; and (d) course work through the University of Kansas Department of Special Education, competency based graduate program in the area of severely/multiply handicapped. These four components remained constant during the three years although staff responsibilities and specific operational roles changed.

During the first project year, demonstration classrooms were established within the Southeast Kansas Special Educational Cooperative, Pittsburg, Kansas, and the SEKRESC Special Purpose School, Parsons, Kansas. Both classrooms were self-contained educational units located within special schools. Fifteen students between five and twenty-one were served within the two classrooms. One classroom was staffed by a full-time teacher, a half-time teacher, and a full-time paraprofessional. The other site was staffed by a full-time teacher and two full-time paraprofessionals. Project staff functioned as an itinerant resource team which provided direct services to classroom personnel in all areas of student programming and classroom management. Services to students were provided indirectly through in-service training and consultation with school personnel.

During this first year, the resource team consisted of two special educators and one speech pathologist. These three persons spent a minimum of one day per week in each classroom with additional days scheduled as was needed. Although each team member had primary responsibility for specific curriculum areas, strong efforts were made to function as a team and provide integrated input into the classrooms. The Itinerant Resource Team Model is illustrated in Figure 2:

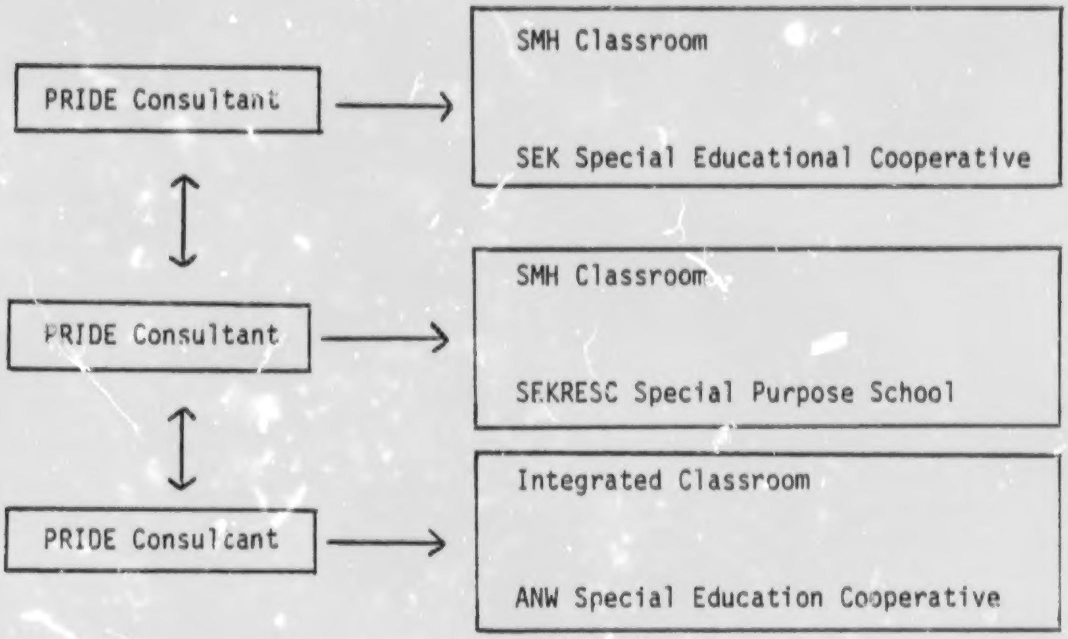
Figure 2


SMH Classroom
SEK Special Educational Cooperative
PRIDE Itinerant Resource Team
SMH Classroom
SEKRESC Special Purpose School

During the second project year, a third demonstration classroom was initiated through the ANW Special Education Cooperative. This site was an integrated classroom including mildly, moderately, and severely handicapped students within one classroom, staffed by one teacher and four paraprofessionals. Sixteen students participated in the ANW classroom with five being classified as mildly handicapped, eight moderately handicapped, and three severely/multiply handicapped.

At the beginning of the 1978-79 school year, the Itinerant Resource Team Model was modified resulting in a Site Manager Model with each member of the PRIDE staff assuming primary responsibility for one demonstration site. Within this model, the respective Site Managers with the back-up support of the other staff members, were responsible for coordinating and providing input to one site. PRIDE staff included three special educators with strengths in different curriculum areas. Each site manager spent two - three days a week in their respective sites. Figure 3 illustrates the organizational model described as Site Manager.

Figure 3


PRIDE Consultant
SMH Classroom
SEK Special Educational Cooperative
PRIDE Consultant
SMH Classroom
SEKRESC Special Purpose School
PRIDE Consultant
Integrated Classroom
ANW Special Education Cooperative

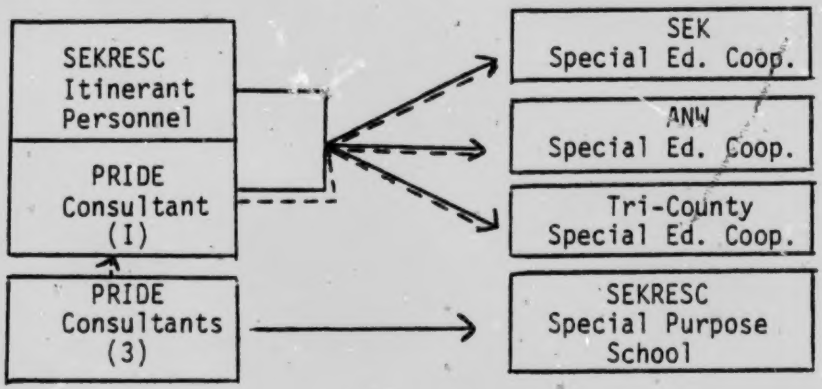
The service delivery model employed during the third year involved major revisions of the previous models. Based on the belief that the original model was not economically feasible and would not be continued by local education agencies, reorganization was proposed in the project's continuation request submitted during April, 1979. The revised model involved redistribution of existing human resources and the addition of one PRIDE staff member. Services were also expanded to include the Tri-County Special Education Cooperative and eleven additional classrooms at the SEKRESC Special Purpose School located at the Parsons State Hospital and Training Center (PSH&TC).

Under the revised model, one PRIDE consultant has located at the Southeast Kansas Regional Education Service Center (SEKRESC) and served eligible students from the three Special Education Cooperatives located within the nine-county service area. As a representative of SEKRESC, this consultant interfaced with existing itinerant resource personnel, including an occupational therapist and teachers of the hearing impaired, visually impaired, orthopedically handicapped. The remaining three PRIDE staff members served twelve classrooms for the severely multiply handicapped (SMH) located at the SEKRESC Special Purpose School; in addition, they served as a backup resource team to assist the PRIDE consultant located at SEKRESC in serving students from the three Special Education Cooperatives.

In addition to consultant services to SMH classrooms, the consultant assigned to the Southeast Kansas Regional Education Service Center (SEKRESC) also provided service (on a referral basis) to other education programs within the three cooperative service areas. This expansion of services was consistent with the intent of the reorganization model enabling the ANW, SEK, and Tri-County Special Education Cooperatives to utilize the available expertise as needed. Since this was not included in the original workscope, this activity was funded by SEKRESC through state special education funds.

Figure 4 illustrates the distribution of human resources across the four local education associations during the third year.

FIGURE 4


SEKRESC Itinerant Personnel
PRIDE Consultant (I)
PRIDE Consultants (3)
SEK Special Ed. Coop.
ANW Special Ed. Coop.
Tri-County Special Ed. Coop.
SEKRESC Special Purpose School

⟶ Represents services provided directly to each agency.

- - → Represents services provided indirectly through referral from PRIDE consultant located at SEKRESC.

The previous section described three organizational models which were used by PRIDE. Each of the three models had distinct advantages and disadvantages. The Itinerant Team Model provided opportunities for better communication between team members. Because the entire team went to each site on a given day, the individual team members were able to observe each other interacting in the classroom environment and collaborate on programming decisions and recommendations. Transportation costs were minimized because the resource team traveled together and it was possible to make efficient use of travel time by having staff meetings, doing routine paper work, or reading professional material while traveling. However, this model proved to be an inefficient use of on-site time. Classroom personnel were frequently overwhelmed and unable to absorb the input of three people all at once. Thus, individual members of the resource team had a lot of down time while at each site. Also, economically, this model did not seem viable. A three-person resource team responsible for three classrooms serving 15-20 students did not seem reasonable.

The Site Manager Model was aimed at distributing the human resources to allow each person to spend more time in one site. Economically, this model was more expensive. The resource personnel to student ratio remained the same and travel costs were increased. Because resource personnel were traveling alone, it was difficult to make efficient use of travel time. The responses of classroom personnel to this model were varied. Reactions ranged from wanting the consultant to assume all student programming responsibilities and essentially function as the teacher to requesting that the frequency of consultants' visits be reduced.

The third model appears to be viable and affordable. The advantages of this model were that it provided: a) a more complete interfacing of project staff with local education agencies; b) the opportunity to develop a viable model for providing support services to rural areas through contractual arrangements with agencies serving a larger number of students; c) services to over one hundred additional severely multiply handicapped students; d) a one year for local agencies to generate data necessary to justify requesting monies for continuation of the revised model; e) a mechanism for sharing of personnel by local public schools and the Special Purpose School at an institutional setting which enables each agency to attain human resources needed to provide exemplary educational programs; and f) a model that has a high probability of continued funding by state and local monies when federal funds are no longer available.

Service to Students

Fifteen students participated in the project during the 1977-78 school year, sixteen during 1978-79, and one hundred twelve during 1979-80. Table I shows the age distribution and classification of project students.

Service to Classroom Personnel

Services provided to classroom personnel in the participating LEA's, included: a) consultation on classroom management and student programming; b) formal and informal in-service training, c) liaison with other service delivery agencies, and resource materials. Services to students were an indirect result of the services provided to school personnel.

TABLE I

Age and classification all project students shown by LEA

	CLASSIFICATION										
	Severely/Profoundly Retarded Age in Years					*Multiply Handicapped Age in Years					
AGENCY	3-5	6-8	9-12	13-18	19-21	3-5	6-8	9-12	13-18	19-21	TOTAL
SEK	0	1	1	2	0	1	0	1	0	0	6
ANW	1	0	0	0	0	0	1	1	1	0	4
SEKRESC SP SCHOOL	0	2	4	53	10	0	0	2	16	5	92
Tri-County	0	1	3	0	0	0	1	4	1	0	10
TOTALS	1	4	8	55	10	1	2	8	18	5	112

*Includes auditorially, orthopedically and visually multi-handicapped.

During the first six months of the project, consultation and in-service activities with classroom personnel were initiated on an informal basis. During this period, a needs assessment survey was prepared and distributed to classroom personnel. This initial needs assessment was revised and expanded during the three years of the project, resulting in the Professional Development Interest Inventory (see appendix A), which was completed by classroom personnel during the final project year. Classroom personnel were asked to respond to items on this inventory, using a rating scale ranging from high interest to not interested at this time. In addition, they were asked to indicate the method by which they wanted to receive the requested information (i.e., classroom assistance, formal in-service, resource material, other). The experience of PRIDE staff in relation to the development and use of needs assessments related to personnel competencies indicate that such instruments may be perceived as evaluative and threatening by persons asked to complete the forms. A more complete discussion of this issue can be found in the position paper included as Part II of this report.

The consultation services provided can broadly be defined as technical assistance to the classroom personnel. The Kansas State Plan for fiscal year 1980 indicates that support personnel should deliver services in an effort to enhance the overall quality of special education services. As consulting teachers, PRIDE staff adherred to the guidelines set forth in the Kansas State Plan (page 58) ". . . to assist classroom teachers to develop their own educational diagnosis, prescriptive decisions, and delivery of treatment" (Note 1). PRIDE staff limited direct teaching time with any student to short-term instruction for the purpose of demonstrating a technique to a teacher.

In-service training was provided through formal presentations and workshops as well as informally in relation to specific student programming or classroom management needs. A complete list of topics addressed would be extensive, however, the Professional Development Interest Inventory provides an indication of the scope of in-service activities.

PRIDE staff also served as a liaison between the school and other service delivery agencies. The ability of PRIDE staff to work flexible hours and be available outside of the classroom helped to facilitate the coordination of services across agencies. Liaison activities involved coordinating services with local Social and Rehabilitation Services offices, public health nurses, University of Kansas Medical Center, adaptive equipment suppliers and engineers, Kansas Crippled Childrens' Commission, and Parsons State Hospital and Training Center audiologist.

Services to Parents

A stated goal of the original Project PRIDE proposal was to implement a parent training program and develop a home-school communication model which would provide for: a) maintenance and generalization of skills from the educational setting into the living environment and b) coordination of skill training between school and home. This goal was not met by the project.

During the fall of 1977, an orientation meeting was held with parents of students in the SEK site. The purpose of this meeting was to acquaint the families with the project and determine their interest in receiving training and assistance with home programming. The Parent Needs Survey (Appendix B) was administered and classroom staff were designated to work with families to develop and implement coordinated programming which addressed indicated needs. This was a school-based model with the classroom personnel assuming responsibility for implementation. Beyond the orientation meeting, little progress was made toward the stated goal during the first project year.

A project-based model with PRIDE staff assuming responsibility for activities was adopted for the summer of 1978. Under this model, contact was made with families at least monthly, home programs were established in the self-help and communication areas, and parents were trained to implement the programs in three of the four families. In the fall of 1978, the responsibility for services to parents was again assumed by the classroom staff. This was due to a strong position taken by LEA administrations against persons who were not school employees working with the families. The administrations position seemed to be based on concerns about possible problems which could occur if conflicting and/or advocacy information were provided to parents.

During the 1979-80 school year, classroom personnel from the SEK, ANW and Tri-County sites did make parent contacts, recommend home programs, provide literature and resource information, and serve as a liaison with other agencies. However, the original goal of a systematic parent training program which would train parents in behavioral management techniques, provide for coordination of skill training, and maintenance and generalization of skills from the educational setting into the living environment was not accomplished.

Services to parents of students attending the SEKRESC Special Purpose School were restricted by the geographic distances between these families and Parsons State Hospital and Training Center; however, a pilot parent support program was initiated during the 1979-80 school year. The purpose of this program was to facilitate behavior management or skill acquisition in the home while a student was at home for visitations. Four families were selected based on recommendations from classroom teachers and PSH&TC social workers. One family was later dropped at the request of the social worker.

The process for delivering the service involved: a) an initial contact by the PSH&TC social worker to determine the families interest in participating, b) a meeting between the PRIDE representative, the family, and when possible, the child's teacher and social worker to identify problems the family wished to address and determine the process for working with the family, c) home visits, telephone communication, and liaison activities between agencies.

For two of the families, inappropriate behaviors were identified as targets, and behavior management strategies developed. Limited behavior change could be observed following intervention with these families. Possible explanations for this limited effect include: a) the discontinuity of intervention which results when students are in the home infrequently, b) the families' reluctance to disrupt daily routines and consistently carry out procedures, c) the short duration and infrequency of home visitations influence the tendency to accept inappropriate behavior which may not immediately respond to intervention, and d) ineffective intervention by PRIDE staff.

Interaction with the third family involved identifying specific behavioral objectives to facilitate the transition of the student from her current school and institutional setting to a community workshop and residential program. Generally, the liaison activities between agencies were more successful than behavior interventions within the home. In order to effect behavior change with these students intensive, consistent management strategies are necessary. This was not possible during short term, infrequent home visits.

In accordance with the project objective to facilitate communication and coordination between the school and home environment, and provide for maintenance and generalization of learned skills from the educational setting into the living environment Project staff developed the Living Environment Needs Inventory (LENI). The LENI is an informant/observational assessment instrument designed to identify skill deficits in the students' environment outside the classroom. The LENI is intended for use with severely handicapped students with and without physical handicaps. The lower level LENI is appropriate for younger and/or physically involved severely handicapped students and the upper level LENI is appropriate for older and/or nonphysically involved severely handicapped students. The LENI is designed to be completed by the classroom teacher in an interview with the student's parents, guardian, or direct-care provider. Appendix C contains a more detailed description of the LENI, scoring instructions, and the prototype upper and lower levels of the LENI.

PRIDE staff also developed twelve Living Environment Carryover Packets (LECP) which are pre-packaged home programs designed to facilitate coordination of training in the school environment with the ecological features of the home and encourage maintenance and generalization of learned skills into the home environment. LECPs were developed in the areas of language and communication, survival skills, and social skills. Appendix D contains a more detailed description of LECPs and sample packets.

Project Staff Professional Development

During the entire operating period of Project PRIDE, an emphasis was placed on professional growth and development of project staff. Each PRIDE staff member came into the project well trained in a number of areas of importance to the SMH classroom. However, in a young field such as education of severely handicpaped, a constant reappraisal of staff competencies was considered important. Although information was obtained by professional reading, additional information was acquired through formal instructional settings and professional sharing such as workshops, conferences, and on-site visits. Project PRIDE used all of these formats to provide an atmosphere in which each staff member felt encouraged to continue their professional training.

A complete list of all national, state and local workshops, conferences, and seminars attended by PRIDE staff would be quite lengthy. A few of the more important annual, national conferences attended each year included those sponsored by: a) The Association for Severely Handicapped (TASH, formerly AAESPH), b) Council for Exceptional Children (CEC), c) American Association of Mental Deficiency (AAMD), d) Association for the Advancement of Behavior Therapy (AABT), and e) Association of Behavior Analysis (ABA, formerly MABA).

Project staff were also encouraged to, and did, attend many graduate level courses offered by the University of Kansas and Pittsburg State University. Courses taken ranged in subject area from quantitative measurement of visual sensory development, to consultant skills for special education personnel.

Site visitation and consultation with exemplary programs serving severely/profoundly handicapped students both within and outside of Kansas included: a) Kansas University Affiliated Programs, Kansas University Medical Center, Kansas City, Kansas, b) Dallas Independent School District, Dallas, Texas, c) Exceptional Child Center, Utah State University, Logan, Utah, and d) St. Louis County Special School District, St. Louis, Missouri.

Dissemination Activities

The project's efforts to disseminate information, technical assistance, public awareness and products is summarized below:

1. Fifty-eight presentations at state, regional and national conferences were made and dealt with various aspects of the project's operation and/or issues relating to the education of the severely handicapped. Ten presentations were made to various Kansas University graduate courses on the topic of educating the severely handicapped.

2. Five regional workshops for teachers and paraprofessionals working with severely/multiply handicapped were coordinated by the project in cooperation with the Kansas State Department of Education. Three workshops were given in other states by project staff. One workshop was co-sponsored by the project and Parsons University Affiliated Facility on parent training programs in Kansas.

3. On-site assistance in a variety of curriculum and service delivery content areas was provided to 45 sites in Kansas and 4 sites outside Kansas. Project staff cooperated in 2 site visits to other school programs at the request of the State Department of Education.

4. Printed materials have been mailed throughout the United States upon request to 244 persons and organizations.

5. A total of 546 persons visited the project. Three persons were from outside the United States.

6. Ten articles regarding project activities appeared in the local newspaper, The Parsons Sun. Seven articles appeared in regional educational newsletters.

7. A project staff member participated in planning a "College for Living" project, offered through the local community college to handicapped adults in southeast Kansas, and taught a ten-week course through the project entitled: "Reading Around Town".

8. Printed materials generated by the project include: 2 articles published in AAESPH REVIEW; 1 article in press, Education and Training for the Mentally Retarded (ETMR): a Living Environment Needs Survey; 12 living environment carry-over packets; a Fine Motor Assessment Scale (Appendix G); Professional Development Interest Inventory for Personnel Serving Severely Handicapped Students; 2 book chapters, 4 working papers describing systems or products used by the project.

9. A 33 minute videotape entitled Small Group Instruction With Moderately and Severely Handicapped Students is available from Media Services, University Affiliated Programs, Parsons, Kansas.

10. Project staff participated in 8 Child Find Clinics in Kansas.

Project Evaluation

Project evaluation activities were designed to answer nine questions:

1. Were persons who received services from the project satisfied with the services?

2. How did project staff spend their work time in relation to project goals?

3. How did teachers in project sites compare to other teachers in the state on completion of SMH certification requirements?

4. How did project sites compare to other SMH programs in the state on selected variables from the Kansas State Department of Education program evaluation?

5. What was the effect of Project PRIDE intervention on student progress?

6. Was there a relationship between Project PRIDE intervention and the teacher's use of the IEP documentation systems established by the demonstration sites?

7. Was there a relationship between the teacher's use of the IEP systems and student progress across the demonstration sites?

8. Was there a relationship between Project PRIDE intervention and the quantity of data collected in the demonstration sites?

9. Was there a relationship between the quantity of data collected and student progress across the demonstration sites?

Data related to questions 1 and 2 were primarily formative measures used in planning and decision making throughout the project period. Data related to questions 3 through 9 are offered as summative measures. Each evaluation question and related data is discussed separately.

Were persons who received services from the project satisfied with the service?

In order to answer this question, two consumer feedback forms were used. Each form included questions requiring a narrative response and questions asking for numerical ratings on an ordinal scale from 1-7 (see Appendix E). One form entitled, Client Assessment of Technical Assistance Received, was completed at four-month intervals by classroom personnel in project sites. Personnel in non-project sites who received consultation from project staff completed this evaluation within two weeks after consultation. A second form entitled Trainee Assessment for Group Training Program was completed by persons attending presentations or workshops conducted by project staff. All consumer satisfaction was collapsed at four-month intervals resulting in three sets of median scores for each interim reporting period and include a) Evaluation by classroom personnel in project sites of technical assistance received from project staff, b) Evaluation by personnel in non-project sites of technical assistance received from project staff, and c) Evaluation of the training program by persons participating in workshops or group presentations.

Figure 5 summarizes the evaluations completed by classroom personnel in project sites. These data are of a subjective nature but the data reflect the perceptions and satisfaction of classroom personnel regarding the services they received. The number of sites increased during each project year and the number of respondents within each site changed from year to year.

The SEKRESC Special Purpose School and the SEK Special Education Coop contained project classrooms during the 1977-78 school year. Each of these sites had three teachers and/or paraprofessionals (N=3) during that year. As can be seen in Figure 5 the satisfaction index for the SEK site was constantly high (7) across all six questions. The SEKRESC median responses increased from four on five of the six questions during the first interim period to a median of six on all questions at the third interim reporting period.

During the 1978-79 project year, an additional classroom was established within the ANW Special Education Coop. The number of respondents at the SEKRESC Special Purpose School remained constant (N=3), the SEK site had a N of 2, and the ANW site an N of 5. Median responses for the SEKRESC and ANW sites were consistently at or above six with the exception of one data point which dropped to five. Median response from the SEK site revealed a substantial drop at the fifth interim reporting period; however, recovered during the sixth period.

The Tri-County site and eleven additional classrooms at the SEKRESC site were included during the 1979-80 project year. The number of respondents at the SEK site remained at 2, with the ANW site changing to N=3, SEKRESC N=24, and Tri-County N=3. Median responses across all sites and all six questions were at five or above for the entire year.

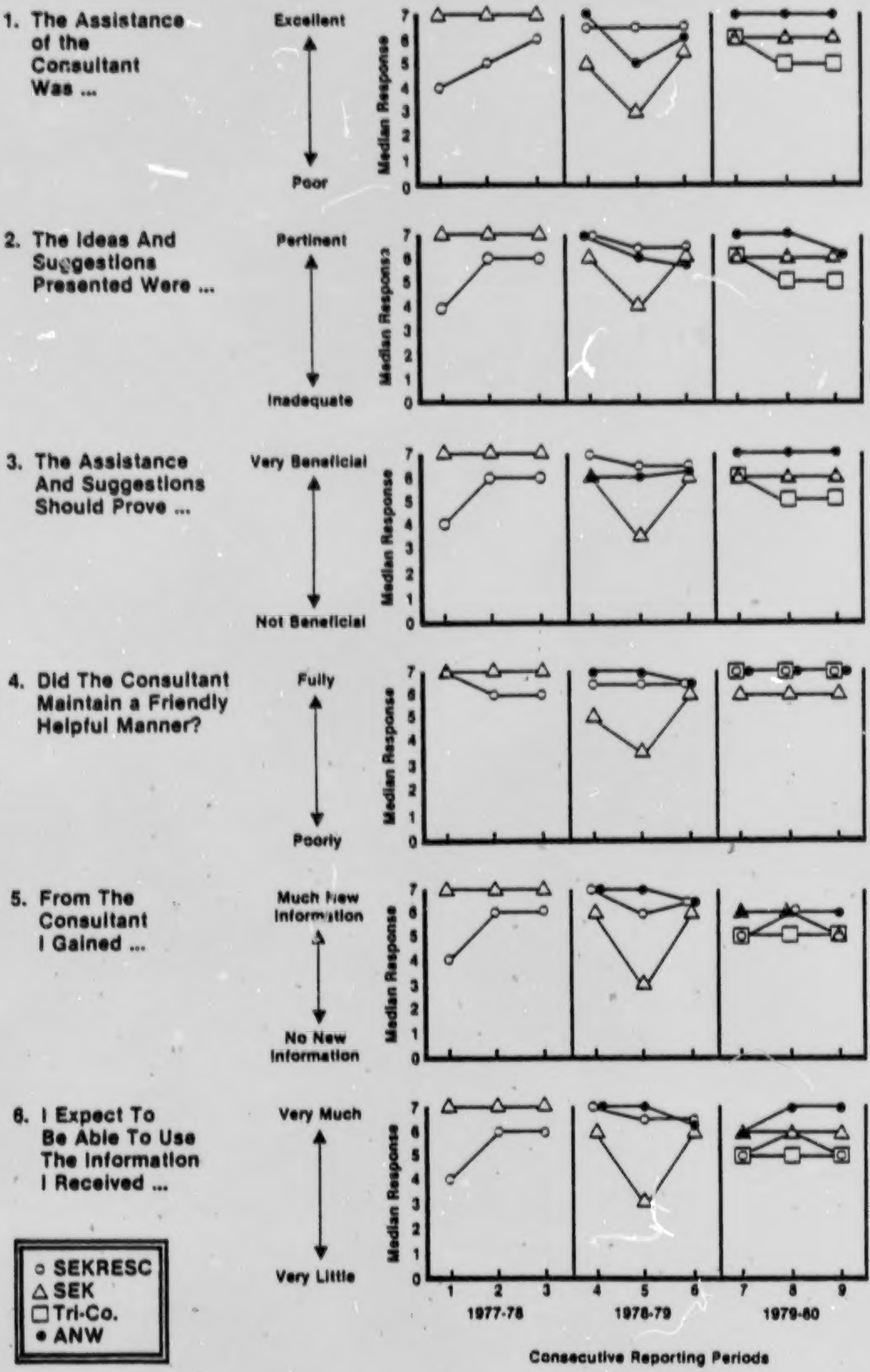
Analysis of these data indicate a high degree of satisfaction expressed by classroom personnel in project sites across the three years of the project. Deviations from the relatively high range of 5-7 rankings were indicative of dissatisfaction reflected in these data and were consistent with subjective opinions expressed by project staff and school personnel. The deviations resulted in modifications of the type of service and method of delivery in order to more closely meet the desires of each site.

Personnel in non-project sites who received technical assistance from the project completed the same evaluation form following consultations. The number of non-project sites requesting and receiving technical assistance varied across interim reporting periods with a range per interim period of 2-11 and a median of N=7. Median responses across all non-project sites and all six questions were consistently at six or above indicating a high degree of satisfaction by those receiving the service. Personnel participating in group training sessions completed the group training evaluation form (see Appendix E). The number of presentations varied across reporting periods with a range per interim period of 1-11. Median responses on each presentation for all eleven questions was at five or above during the 1977-78 and 1978-79 project years. This data indicates high satisfaction with the group training programs provided by project staff. Data were not collected for the 1979-80 period.

How did project staff spend their work time in relation to project goals?

To answer this question, a staff time accounting system was developed. Activities were divided into eight major categories and additional subcategories to reflect the major goals and procedural activities of the project. A ninth category accounted for non-work related activities during the work day and down time. Operationally, the system involved a daily log of activities completed by each staff member.

Figure 5: Classroom Personnel in Project Sites Evaluation of Services Received From Project PRIDE



The log included a brief narrative description of the activity, the amount of time devoted to the activity, when appropriate, the receiver of the service, and the category code number. At six-week intervals, the data were collapsed to show the number of hours spent in each subcategory, the total number of hours engaged in job related activities, and the percent of time spent in each subcategory. This information was computed for each staff member and then collapsed further to show information for all staff members combined. A more complete description of the time accounting system can be found in Appendix F.

Figures 6 and 7 summarize the percent of total work time project staff engaged in each major category of activities across the three years of the project. The data presented in these figures is the sum of subcategories for each major category.

Figure 6 includes the categories of: a) pupil program development and evaluation, b) in-service provided for project sites, c) parent services, and d) dissemination and technical assistance to non-project sites. These four categories represent the student related and personnel training activities of the project. During the three years of the project, the mean percent of work time spent in these four categories combined was 51.4% with the range being 18.8 to 68.2%. Analyzed individually, pupil program development and evaluation shows a trend of being higher at the beginning of each school year and decreasing as the school year progresses. In-service provided to project sites was highest at the beginning of the project, showing a drop at the end of the first year, followed by a slight increase at the beginning of the second school year, then remained relatively stable until the end of the third school year. Parent services were minimal throughout the three years with the data showing four small peaks. The first peak represents the time spent planning and implementing an orientation program for families of project students. The second peak occurred during the summer of 1978 when project staff were working directly with families of project students and the third and fourth peaks (August and December, 1979) indicate times when project staff acted as a liaison with other agencies to secure adaptive equipment and related evaluations for physically handicapped students. Dissemination and technical assistance to non-project sites ranged from 8.9 to 43% throughout the project period. This category was in the moderate range of 10 - 20% at the beginning of each school year, showing an increase toward the end of the 1977-78 and 1978-79 school years, and during the summers when responsibility to project classrooms was lessened.

The data presented in Figure 7 represents the administrative and ancillary activities of the project. These include the category of a) administration, b) project staff professional development, c) travel, and d) project evaluation.

The trend of data in the administration category was relatvely stable across the first two years with a range of 11.6 to 23%. A third year saw a slight increase with the final two intervals showing figures above 30%. This increase during the last months of the project was due to

Figure 6: Percent Of Total Work Time Project Staff Engaged In Four Categories Of Activities

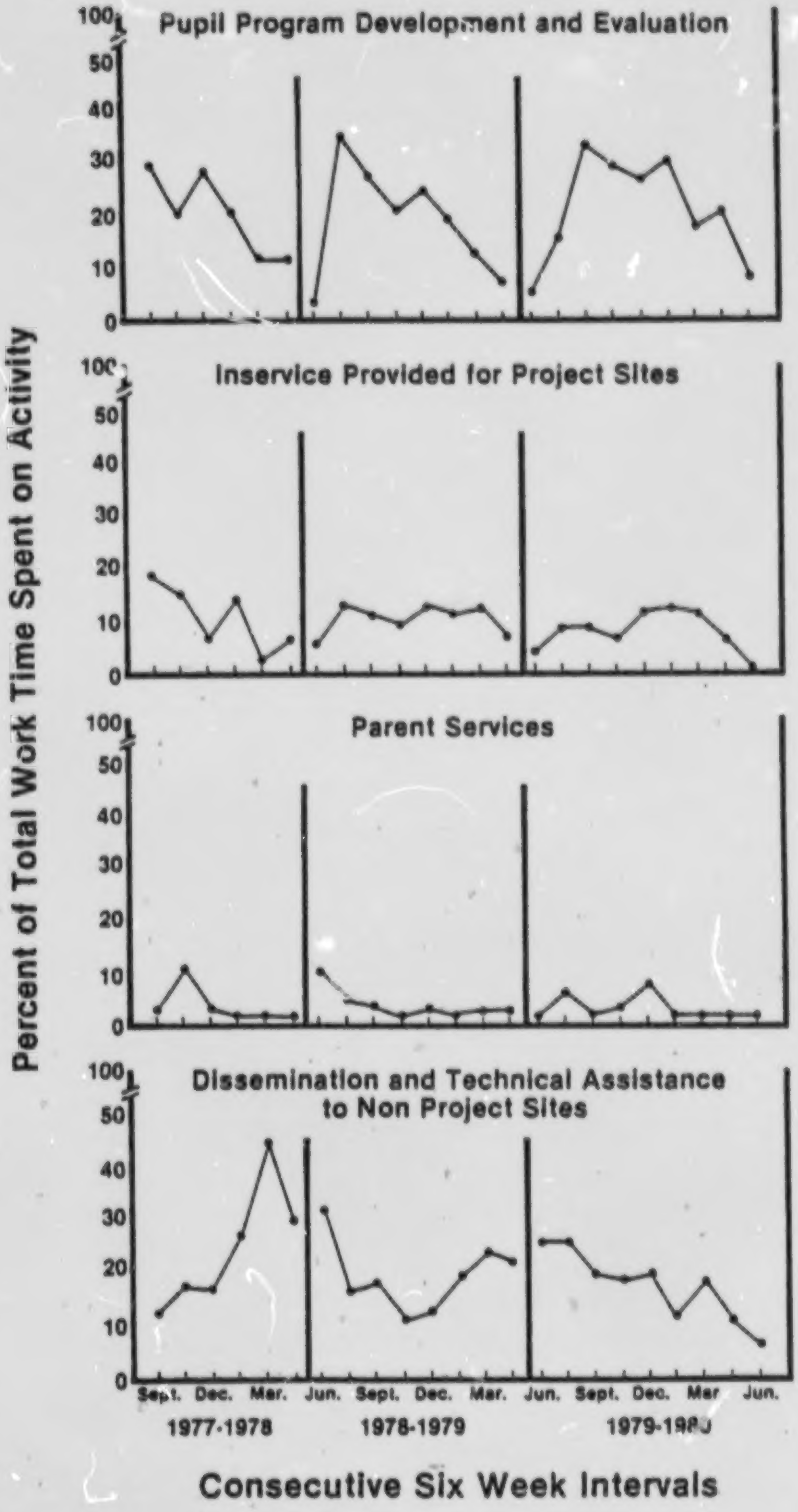
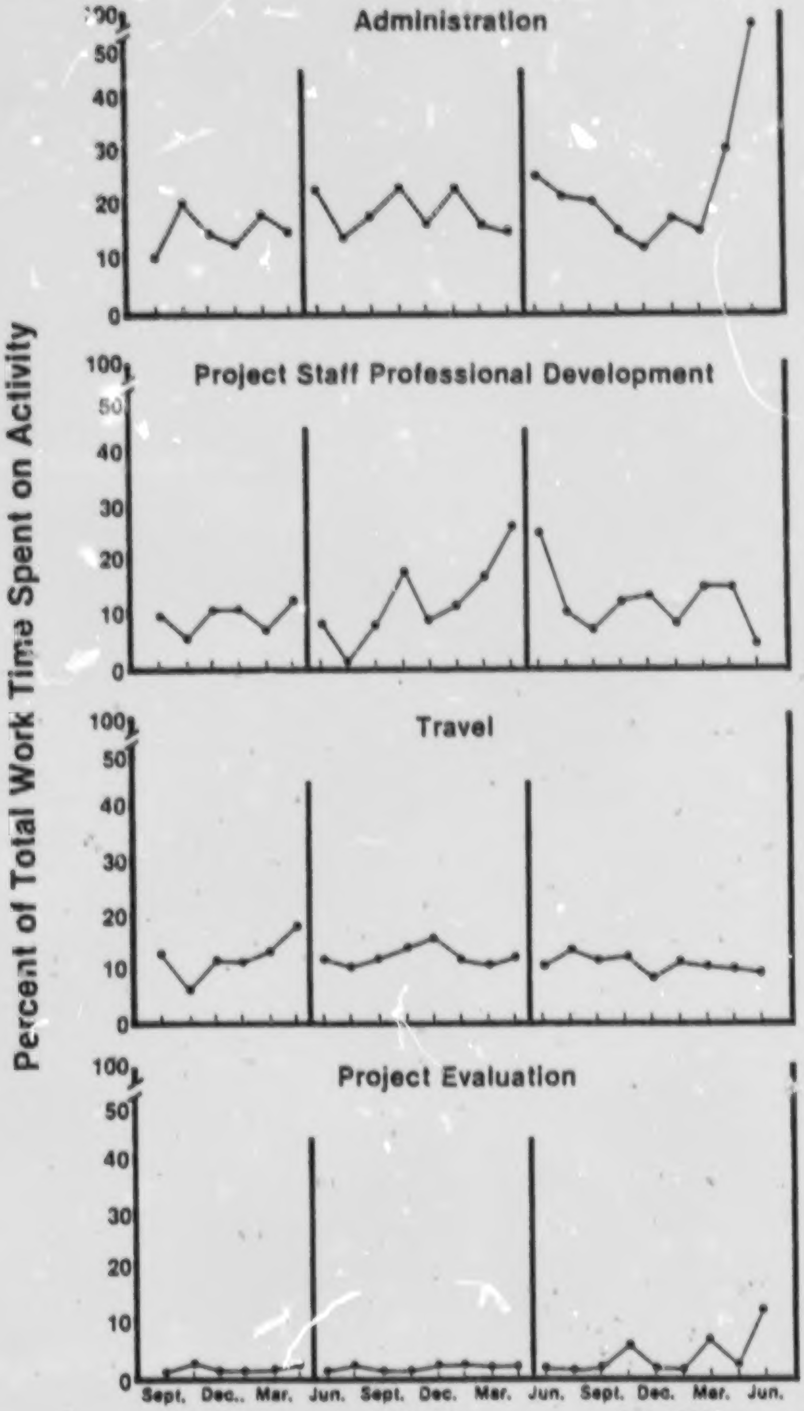


Figure 7: Percent Of Total Work Time Project Staff Engaged In Four Categories Of Activities



preparation of the final project report for BEH. Because this category includes preparation of federal reports and proposals, and because the project involved the cooperation of the three LEA's, a regional education service center, a University and the federal government, this category may be higher than it would be for a single agency.

The data presented under project staff professional development reflects the project's commitment to continual learning and development of new skills. The two highest data points on this graph were in the summer months when staff had fewer direct service responsibilities.

Travel time ranged from 6.7 to 18.2%. However, during the 1979-80 project year one staff member frequently exceeded the combined percentage by a substantial margin recording a mean percentage of 20.8 with a range of 10.2 to 27.8%. This was due to the reorganization of the service delivery model during the third year and is more reflective than the combined percentage of the amount of time spent traveling by an itinerant consultant in rural areas.

These data indicate project evaluation consumed minimal amounts of the time throughout the project. The client satisfaction measure and the time accounting data were used formatively to evaluate project efforts; however, these took minimal staff time to implement. The small peaks during the third year represent efforts to compile summative measures in relation to evaluation questions 3 through 9 presented at the beginning of this section.

How did teachers in project sites compare to other teachers in the state in completion of SMH certification requirements?

In the state of Kansas, teachers pursuing certification in the area of severely multiply handicapped complete a modular program including informational and practicum competencies. Project staff worked with the Department of Special Education, University of Kansas, and the Statewide In-service Training Model for Teachers of the Severely Handicapped to provide course work and practicum supervision for teachers in southeast Kansas. The progress of teachers in project sites has been compared to other teachers in the state in terms of number of modules completed and the rate at which the modules were completed.

For purpose of analysis, teachers enrolled in the SMH teacher training program are divided into four groups: a) teachers working in urban areas, b) teachers working in rural areas, c) teachers working in state institutions, and d) teachers working in PRIDE's catchment area (Southeast Kansas) which is rural and includes a state institution. In order to complete the requirements for SMH certification teachers must complete 19 informational modules, three practicum modules, two special education core classes, and two electives. The following data reflect completion of the SMH modules only. Persons who officially dropped out of the program prior to completion of the requirements were not included in these figures. Table II shows the mean number of modules completed per teacher and per teacher per each semester enrolled in the program for each of the four groups. Data reflect modules completed by summer semester 1980.

Teachers in southeast Kansas have completed more modules than teachers in any of the other three groups. In addition, they have completed more modules per semester than teachers in the institution and urban groups. Thirteen of the seventeen teachers in the southeast Kansas group are employed within an institutional setting and work a twelve-month school year. Although it might be anticipated that this factor would decrease the rate of module completion, the data does not support that hypothesis. Generally, teachers in southeast Kansas have completed more modules than teachers in other groups and have completed modules at a rate substantially above two of the three groups.

TABLE II

Comparison of Project Teachers and Other SMH Teachers in Kansas on Completion of SMH Certification Requirements

		Mean Number of Modules Completed	
Group	N	Per Teacher	Per Teacher Per Semester
Rural	17	12.4	.26
Institution	38	12.4	.07
Urban	35	14.3	.11
Southeast Kansas	17	18.5	.19

How did project sites compare to other SMH programs in Kansas on selected variables from the Kansas State Department of Education program evaluation?

In an effort to answer this question, data was retrieved from the Kansas State Department of Education program evaluation files. Kansas State Department of Education completed the program evaluation form on a sample of SMH programs each year. For each category on the evaluation instrument, the score received by each project site was compared to the mean score for all other rural sites and the mean score for all other urban sites evaluated during corresponding years. This analysis did not reveal any substantial differences between project sites and other SMH programs in Kansas. Because of the gross measures represented by this data it is difficult to interpret these results.

What was the effect of PRIDE intervention on student progress?

Student progress across the three project years was represented by completion of behavioral objectives as determined by daily classroom measures and by change in student performance on the TARC assessment system, administered yearly. The criteria referenced and standardized data obtained during the project years is discussed below.

The number of students served by PRIDE changed from year to year for each demonstration site. The N's for site 1 were 4, 4, and 5 for the project years respectively. For site 2 served by Project PRIDE in its second and third years, the N's were 3 and 4 respectively. Site 3 had an N of 4 in PRIDE's third year. The class sizes in the institution classroom, site 4, served by PRIDE during all three years were 9, 10, and 10 respectively. During it's third year, PRIDE expanded it's service to include all 12 SMH classroom teachers at the SEKRESC Special Purpose School (institution sites). Data reported in this section include only 3 of the 12 sites. Two of those teachers were employed by the Special Purpose School during all three project years, although they did not receive services from PRIDE until it's third year. Student progress data from those two classes are presented as comparison groups 5 and 6. The class sizes for site 5 were 12, 6 and 5 respectively and for site 6 were 10, 6 and 6 respectively for the project years. Because of the small population sizes across all demonstration sites, statistical tests of significance were felt to be inappropriate. Therefore, student progress will be discussed in terms of educational, rather than statistical significance.

Criteria Measures

Tables III and IV summarize the data on the total number of objectives initiated and completed for each student during the three project years. The demonstration sites did not document all objectives on the student's IEP, therefore, the data include objectives documented and not documented on student IEP's as well as behavioral objectives for passive therapy programs continued throughout the school years. Passive objectives were designed to maintain a student's level of physical functioning. For example exercises to maintain maximal range of motion were not usually meant to be completed. A greater number of passive programs were conducted in classrooms with more physically involved students as in demonstration sites 2 and 3.

The public school data presented in Tables III and IV maintained or showed an increase in the number of objectives initiated and completed from the first to the second PRIDE service year for all demonstration sites. There is a similar increase in the lower values of the range data for the same periods of time. However, the data summarizing the percentages of objectives completed, per student in Table IV appear to be in conflict with the mean and range data for sites 2 and 3. Rather than an increase the data show a decrease in percentage of progress completed from the second to the third year. Students initiated more programs in the third year, but completed a smaller proportion of them. These results suggest that it may be a more effective use of student time to initiate fewer objectives and to complete a larger percentage of them. However, there was a marked increase in the number of objectives initiated from years 2 to 3 for site 3 (5-23) and a slight increase in the number of objectives initiated from years 2 to 3 for site 3 (5-23) and a slight increase in number of objectives initiated for site 2 so that overall progress may be masked by the percentage data. In general the consultant interaction model adopted in the third year by sites 2 and 3 appears to have been effective in facilitating student progress.

TABLE III

Mean and Range of the Total Number of Objectives Per Student

Demonstration Site	Mean 1977-78	Mean 1978-79	Mean 1979-80	Range 1977-78	Range 1978-79	Range 1979-80
Public School						
1	17.5	23.5	12.6	14-23	21-27	0-17
2	--a	34.6	38.8	--a	12-58	22-48
3	--b	5.0[c]	23.0	--b	4-6[c]	5-32
Institution						
4	13.4	25.1	25.3	9-18	4-13	11-26
5	16.0[d]	40.5[d]	41.6	7-25[d]	9-11[d]	9-11
6	12.9[d]	14.3[d]	12.2	9-18[d]	12-16[d]	8-16

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[a] No SMH program for demonstration site that year.

[b] No PRIDE intervention for the demonstration site in that year, data not retrievable.

[c] Data were based upon educational programming prior to PRIDE intervention; data do not include undocumented objectives.

[d] Data were based upon educational programming prior to PRIDE intervention; data include undocumented objectives.

TABLE IV

Mean, Range, and Mean Percentage of the Total Number of Objectives Completed Per Student

Demonstration Site	Mean			Range			Mean Percentage		
	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
Public School									
1	6.0	13.3	0	3.0-9.0	12.0-15.0	0-0	37.9[d]	57.3%	0%
2	--a	10.3	10.3	----a	4-18	8-13	----a	30.2%	27.7%
3	--b	2.8[c]	5.8	----b	1-5	1-12	----b	52.0%[c]	22.0%
Institution									
4	4.7	11.5	7.8	1-9	3-19	2-6	34.0	45.3%	28.3%
5	10.0[d]	21.16[d]	28.4	1-18[d]	14-29[d]	20-31	59.1[d]	52.4%[d]	67.5%
6	4.8[d]	8.83[d]	5.6	5-10[d]	3-13[d]	2-7	39.2[d]	61.7%[d]	48.9%

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[a] No SMH program for demonstration site that year.

[b] No PRIDE intervention for the demonstration site in that year, data not retrievable.

[c] Data were based upon educational programming prior to PRIDE intervention; data do not include undocumented objectives.

[d] Data were based upon educational programming prior to PRIDE intervention; data include undocumented objectives.

For site 1, there is an increase in program initiation and completion from the first to the second project year, but a marked decrease in both the number of objectives initiated and completed in the third project year. The ranges in the number of programs initiated per student in the public school demonstration sites shows the same pattern as the mean, but the data for site 1 in the 1979-80 school year (0-17) is a source of concern as is the data on the number of programs completed (0). The range data in Table III indicate that at least one student did not have any objectives initiated while the data in Table IV indicate that no students completed any educational objectives. These sorts of data would suggest that it would be necessary to have more sensitive student assessment to determine appropriate educational needs, increased personnel in-service to facilitate program development, and stricter classroom and program management to insure program implementation and completion.

The institution data are represented by sites 4, 5 and 6. There is an increase in the number of objectives initiated and completed per student from the first to the second year in demonstration site 4 and a similar increase in both comparison groups for the same period. From the second to the third year the number of programs initiated remained relatively stable in all three sites and the number of programs completed shows an increase in site 5 and a slight decrease in sites 4 and 6.

The results of students' progress as measured by number of objectives completed were mixed and inconclusive for the following reasons:

1. Some classrooms (Sites 1 and 4) show substantial increase from Year 1 to Year 2 which correspond to the increase in consultative services. Both sides also decreased in Year 3, which corresponded with a decrease in consultative services.
2. Sites 2, 3 and 5 maintained or increased the number of objectives completed regardless of the amount of consultative services.
3. Site 6 decreased in number of objectives completed in Year 3 when the project provided consultative services for the first time.

Standardized Measures

Table V presents the mean and range scores on the TARC (Sailor & Mix, 1975) for project students across the three project years. In contrast to the measures previously presented in Tables III and IV, students in the demonstration site 1 showed consistent progress across the three years on the TARC. Perhaps closer program monitoring procedures and assistance in developing more realistic objectives and criteria would have helped to alleviate some of the discrepancy found between the progress in educational programs and the overall progress indicated by performance on the TARC.

TABLE V

Mean and Range of the TARC Scores for Students in Demonstration Sites

	Mean			Range		
Demonstration Site	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
Public School						
1	71.3	88.0	98.2	39-81	68-110	104-126
2	--[a]	57.6	62.0	--[a]	43-70	52-70
3	--[a]	--[b]	73.5	--[a]	--[b]	34-121
Institution						
4	--[c]	141.9	135.4	--[c]	121-180	81-161
5	--[b]	--[b]	--[b]	--[b]	--[b]	--[b]
6	--[b]	--[b]	--[b]	--[b]	--[b]	--[b]

---

[a] No SMH program for demonstration site that year.

[b] TARC not administered

[c] Students different from last 2 years

Demonstration site 2 showed some improvement from the second to the third project year. TARC's were administered only once to students in demonstration site 3.

The institution demonstration classroom (site 4) showed a slight decrease between year two and three. The classroom consisted of entirely different students in year 1; therefore, TARC data was not reported. TARC data were not available on the comparison groups (sites 5 and 6).

Because the students served by the ANW and Tri-County Cooperatives were nonambulatory, PRIDE staff felt that their progress was not adequately reflected by their performance on the TARC Assessment System. For that reason, representative case studies on three of the students in those cooperatives are presented at the end of the student progress section.

Case Study I: (R.W.)

R.W. was a nine-year-old nonverbal CP quadriplegic and attended the ANW SMH program. She had attended a day care preschool prior to being served by Project PRIDE. In the preschool she received programming suggestions from various therapists, and daily exercise from one of the preschool aides. That setting gave her exposure to other children, but because of her total lack of expressive communication skills and the teacher's lack of training in alternate communication systems, R.W.'s participation in the preschool program was limited.

Project PRIDE began to serve R.W. in it's second year. PRIDE's intervention strategies were directed toward determining a functional and efficient communication mode and response for R.W. and toward obtaining appropriate adaptive equipment to meet her communication, feeding and positioning needs. As a result of detailed classroom observation and assessment, head movement was found to be the most efficient and reliable. The majority of R.W.'s instructional programming in the 1979-80 school year was designed to improve both R.W.'s reliability and endurance in responding as well as to teach the concept of communicative intent.

By the end of that year, R.W. was using a head stick to point to pictures on a four-choice communication board in response to the question "What do you want?" At the end of school, she had initiated conversation two to three times by pointing to a picture before being asked a question. The classroom staff will expand her picture vocabulary and general communication skills in the 1980-81 school year.

Many of R.W.'s positioning and feeding problems were enhanced by a wheelchair which failed to provide adequate support or to inhibit some of R.W.'s abnormal reflex patterns. PRIDE obtained consultant physical therapy services for R.W. in it's second year. At that time it was thought that R.W. could learn to control much of her abnormal reflex activity and only minor suggestions were made for positioning changes. After approximately one year when no significant change was seen in R.W.'s ability to control her reflex activity, she was fitted for and acquired a Mulholland wheelchair. This chair is designed to provide adequate head, shoulder, trunk and hip support as well as to inhibit R.W.'s abnormal motor patterns. The newly found communication mode combined with adequate positioning should facilitate R.W.'s interaction with her environment as a whole.

Case Study: (J.S.)

J.S. was a 16-year-old nonambulatory student who had never received educational or other services prior to attending the ANW Cooperative in the 1978-79 school year. He was discovered by a school psychologist and referred for evaluation to the Child Find Clinic sponsored by the ANW Cooperative in the spring of 1978. Results from further evaluation showed him to be eligible for the SMH program.

Upon entering school, J.S. seemed primarily unresponsive to people and spent most of his time engaging in self stimulating behavior or tantrumming. He had no self-help or communication skills, had been fed primarily baby food, was unable to chew solid foods, was reluctant to grasp objects and had minimal weight bearing skills.

School and PRIDE intervention focused upon increasing J.S.'s responsiveness and ability to interact with his environment, improving personal hygiene, and on obtaining medical and dental services and appropriate adaptive equipment for J.S. By the end of the 1979-80 school, J.S. had received extensive dental services, nutrition evaluation and treatment, had been seen by an orthopedist and received short leg braces, and had been fitted for a wheelchair.

Educationally J.S. was displaying eye contact in response to his name and was beginning to turn on a tape recorder to produce a desired response. An expressive communication mode still needed to be determined. J.S.'s most remarkable progress was in the self-help area. At the end of two years J.S. was able to eat regular blended food with minimal help in returning the spoon to the bowl. J.S. was also beginning to develop chewing skills, although progress in this area was slow.

The most important changes in J.S.'s total environment seemed to be at home. Not long after J.S. was placed in the SMH class, the family began to make major and much needed modifications to their home, and began to express interest in building equipment for J.S. and the other children at school.

Case Study: (B.W.)

B.W. was a 10-year-old nonambulatory profoundly retarded boy served by the Tri-County SMH program. Prior to attending public school, B.W. attended Project MESH (OE# OEC-0-74-7991) in 1974 - 1977. Project MESH was B.W.'s first educational experience. Because of B.W.'s lack of responding to outside stimuli, it was difficult to determine B.W.'s auditory or visual acuities.

During Project MESH, B.W. acquired some sitting balance, some rolling skills with physical assistance from the teacher, and learned to remove food from a spoon held by an adult. Visually and auditorally, B.W. was fixating upon objects, but was unable to track moving objects. B.W. was also not able to grasp objects.

In B.W.'s first public school experience, emphasis was placed on maintaining the skills he acquired at MESH. Project PRIDE's intervention into B.W.'s educational programming began in the third project year. The demonstration teacher began working with B.W. in the 1978-79 school year.

Educational programming during the 1979-80 school year focused upon increasing B.W.'s sitting and standing skills and developing his grasp and independent eating skills. At the end of Project PRIDE, B.W. was able to sit independently while performing another activity such as holding a brush or spoon for a brief period of time (6 1/2 minutes). B.W. was also beginning to develop standing ability with minimal support for periods of approximately one minute and was able to roll independently some of the time. B.W. had developed some crawling ability with assistance from the teacher. B.W.'s most remarkable change was in independent feeding. At the end of PRIDE, B.W. was able to hold a spoon, take it to his mouth and remove the food 80% of the time. He also began to respond to brightly colored and "squeaky" toys with more than a chance reaction. In the next school year, it may be possible to assess his vision and hearing with some reliability.

Was there a relationship between Project PRIDE intervention and the teacher's use of the IEP documentation systems established by the demonstration sites?

Project PRIDE provided assistance as requested to the demonstration sites in developing and implementing IEP documentation systems. The IEP systems across the demonstration sites differed in the quantity of documentation as evidenced by the number of goals and documented objectives for each student. Table VI presents the mean number of IEP goals per student across the project years. Table VII summarizes the data on the corresponding objectives.

In the public schools, site 1 showed marked increase in mean number of goals and documented objectives from the first to the second years. Table VII indicates that site 1 students had no documented objectives for the 1977-78 school year. It was site 1's plan to write IEP goals in the spring and to add documented objectives corresponding to those goals during the following fall semester. In practice, however, objectives were not documented on the students' IEPs. The 1978-79 data reflect project involvement at the end of the first project year when goals and corresponding objectives were established in the spring of 1978.

In contrast, site 1 shows a decrease from the second to the third project year when PRIDE was not involved in developing objective due to the interaction model established in the fall of 1980. The decrease in

TABLE VI

Mean Number of Goals Documented on the IEP Per Student

Demonstration Site	Mean 1977-78	Mean 1978-79	Mean 1979-80
Public School			
1	3.3	8.0	6.0
2	--[a]	10.3	11.3
3	--[b]	5.0[c]	6.0
Institution			
4	5.4	8.8	10.1
5	4.8[c]	10.3[c]	10.0
6	5.4[c]	3.8[c]	5.7

---

[a] No SMH program for demonstration site that year.

[b] No PRIDE intervention for the demonstration site in that year, data not retrievable.

[c] Data were based upon educational programming prior to PRIDE intervention.

TABLE VII

Mean and Range of the Number of Documented Objectives Per Student

	Mean			Range		
Demonstration Site	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
Public School						
1	0[d]	22	5.4	0[d]	20-25	0-10
2	--[a]	34.3	37.8	--[a]	12-57	22-47
3	--[b]	5[c]	21.3	--[b]	4-6[c]	15-19
Institution						
4	6.9	24.5	24.1	5-8	9-35	11-27
5	12.7[c]	40.5[c]	41.6	6-22[c]	40-41[c]	39-46
6	6.3[c]	14.3[c]	12.2	5-9[c]	12-19[c]	8-16

---

[a] No SMH program for demonstration site.

[b] Data not retrievable

[c] Data reflect educational programming prior to PRIDE intervention.

[d] No students had documented objectives that year.

the number of goals and objectives may have been partly due to their practice of including uncompleted goals and objectives (1978-79) on the IEP for the next academic year (1979-80). New goals and objectives were not routinely added to the new IEPs resulting in fewer goals and objectives for the third project year. The number of goals per student in the 1979-80 school year ranged from 1-7 and at least one student had no documented short-term objectives in the 1979-80 school year. These data suggest an area of concern in school documentation policies and procedures. One student was newly enrolled in the 1979-80 school year and a general long-term goal was established for her. It was the intention to add objectives at a later time, however, this was not done. This practice shows a return to pre-PRIDE documentation practice. Clearly, closer monitoring and follow-up of IEP systems need to be established at this site.

In contrast to site 1, sites 2 and 3 displayed an increase in the mean numbers of both goals and documented objectives per student from the second to the third project year. Again, PRIDE was involved in the IEP process for these sites for both years as requested by the classroom staff. The increase in mean number of goals may have been partly the result of consultant assistance, but may have also been due to classroom staff changes. In both sites, the head teachers in the third year were more familiar with educational programming of SMH students and with the accompanying documentation processes than were the teachers during the second project year.

In site 4, which was served by PRIDE during all three years, there was a marked increase in mean number of goals from year one to year two, and then a slight increase in year three. Comparison site 5 served by PRIDE only in the last year showed a trend similar to site 4. Comparison site 6 showed a decrease in mean number of goals from the first to the second year which recovered during the third year when PRIDE intervention was provided. Demonstration site 4 showed an increase in the number of documented objectives from the first to the second year as did both comparison groups. From the second to the third year, site 4 and 5 remained relatively stable, and site 6 showed a slight decrease in the number of documented objectives.

All student programming was not reflected on IEPs, therefore, data on the number of undocumented objectives per student was retrieved. Table VIII presents the mean percentage per student of objectives not documented on IEPs. A decreasing trend across the three years would indicate more active interfacing of student programming and the IEP process. A decreasing trend was seen in all sites except site 1. There was a substantial decrease in undocumented objectives for site 1 between the first and second year, however, third year data shows a substantial increase. Slight increases were seen in sites 2 and 4, however, these increases were not substantial.

The data from Table VI, VII, and VIII do not show a clear relationship between this project and the IEP documentation system. Generally the various sites improved on these data, but so did the comparison sites 5 - 6, thus these results are inconclusive.

TABLE VIII

Mean Percentage of Total Number of Objectives not Documented Per Student

Demonstration Site	Mean Percentage 1977-78	 1978-79	 1979-80
Public School			
1	100%	1.8%	64.6%
2	--[a]	0.5%	2.4%
3	--[b]	--[b]	10.7%
Institution			
4	47.9%	2.3%	4.0%
5	21.4%[c]	0%[c]	0%
6	50.2%[c]	0%[c]	0%

---

[a] No SMH program for demonstration site that year.

[b] No PRIDE intervention for the demonstration site in that year.

[c] Data were based upon educational programming prior to PRIDE intervention.

Was there a relationship between the teachers use of IEP systems and student progress across the demonstration sites?

PRIDE wanted to determine whether the quantity of documentation had any effect on student progress in the demonstration sites. Table IX juxtaposes the mean number of documented objectives from Table VII and the means and percentages of documented objectives that were completed across the demonstration sites. Generally, the public school demonstration sites show a clear relationship between the number of objectives documented and the number of documented objectives completed. One exception is site 2 in which there was an increase in the number of documented objectives from the second to the third year and a very slight decrease in the number of documented objectives completed for the same period of time.

Next, PRIDE attempted to determine whether a relationship existed between the lack of documentation and student progress. Table X summarizes the mean number of nondocumented objectives and the means and percentages of nondocumented objectives completed per student in each demonstration site.

The trends in Table X are inconsistent across the public school demonstration sites. Site 1 showed a decrease in the number of undocumented objectives and a decrease in the number of completed undocumented objectives from the first to the second project year. These data indicate that although a vast improvement was made in the IEP documentation systems in site 1, a few objectives were not documented, but progress was made on these. The trends in the site 1 data from the second to the third year indicate an increase in the lack of documentation as well as a decrease in student progress.

Site 2 showed a very slight increase in lack of documentation from the second to the third project year, but the data indicate that student progress occurred even on undocumented objectives. There was some lack of documentation at site 3 but students did progress on undocumented objectives.

In the institution demonstration sites, there was a decrease in the lack of documentation, as desired, and student progress occurred even on undocumented objectives. For the comparison sites, there was insufficient documentation in the 1977-78 year, but student progress was evident. All objectives were documented in the comparison sites for the last two project years, therefore, the percent of undocumented objectives completed was not applicable.

In summary, there appears to be a clear relationship between quantity of documentation and student progress as measured by the number of objectives successfully completed. Generally, there was a decrease in the number of undocumented objects during the three year period. Since the comparison sites 5 - 6 also decreased, this trend does not appear to relate to the project.

TABLE IX

Mean Number of Documented Objectives and Mean Number of Documented Objectives Completed per Student

	Mean # Documented Objectives			Mean # Documented Objectives Completed		
Demonstration Site	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
Public School						
1	0	22	5.4	0	12.8	0
2	--[a]	34.3	37.8	--[a]	10.0	9.8
3	--[b]	5[c]	21.3	--[b]	2.8[c]	5.5
Institution						
4	6.9	24.5	24.1	2.3	11.1	7.3
5	12.7[c]	40.5[c]	41.6	8.6[c]	21.2[c]	28.4
6	6.1[c]	14.3[c]	12.2	3.0[c]	8.8[c]	5.7

---

[a] No SMH program for demonstration site that year.

[b] No PRIDE intervention for the demonstration site in that year, data not retrievable.

[c] Data were based upon educational programming prior to PRIDE intervention.

TABLE X

Mean Number of Undocumented Objectives and Mean Number of Undocumented Objectives Completed per Student

Demonstration Site	Mean # Undocumented Objectives			Mean # of Undocumented Objectives Completed		
	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
Public School						
1	17.5	1.3	11.4	6.0	0.5	0
2	--[a]	0.3	1.3	--[a]	0	0.5
3	--[b]	--[b]	1.8	--[b]	--[b]	0.3
Institution						
4	6.6	0.4	1.1	2.4[c]	0.5	.6
5	3.4[c]	0[c]	0	1.4[c]	NA[cd]	NA[d]
6	6.8[c]	0[c]	0	1.8[c]	NA[cd]	NA[d]

[a] No SMH program for demonstration site that year.

[b] No PRIDE intervention for the demonstration site in that year, data not retrievable.

[c] Data were based upon educational programming prior to PRIDE intervention.

[d] The number of undocumented objectives was zero, therefore, the number completed was not applicable (NA).

Was there a relationship between PRIDE intervention and the quantity of data collected in the demonstration sites?

Project PRIDE provided technical assistance to the demonstration sites in developing and implementing data collection systems in the classrooms. The number of IEP goals with corresponding data based objectives was selected as the dependent measure. An objective was considered data based if at least three days of data were collected on the target behavior. Table XI presents the mean and percentage of the total number of goals on the IEP with corresponding data based objectives.

Site 1 shows an increase from the first to second year in the mean number of data based goals, and a decrease from the second to third year. The percentage of total number of goals with data based objectives decreased each year. Site 2 shows an increase in both mean and percentage scores from year 2 to year 3. Institutional sites 4 and 5 show a consistent increase in the number of data based goals across the three years. Demonstration site 4 shows a substantial increase for the first to the second year and then a slight increase to 100% in the third year. Comparison sites 5 and 6 collected data on the majority of goals in the first year and all goals in the last two years.

Data were also collected on the number of data based undocumented objectives which are summarized in Table XII. These data shows a decrease in the number of undocumented objectives with data base from the first to the second project year for sites 1, 4, 5 and 6. With the exception of the third year for site 1, undocumented objectives were minimal beyond the first year and even when objectives were not documented on the IEP, data were generally collected.

Generally all participation sites had a relatively large number of documented and undocumented data based programs. We would speculate that these results are higher than would be found in other rural areas; however, comparison data on the number of data based programs from these areas were not available. The educational administration at the institutional site strongly encouraged data based programs as can be seen in the comparison site data on both Tables. With the exception of site 1, the trends at all the sites were in a desired direction. Even though the percentages of data based programs appear relatively high, the project is reluctant, without an adequate comparison group, to conclude that this was a result of project intervention.

Was there a relationship between the quantity of data collected and student progress across the demonstration sites?

An underlying assumption which has become prevalent in the wake of systematic behavioral research in special education is that data collection is desirable and can facilitate student progress. It is not possible to explore this issue by examining the data directly, however it may be possible to extrapolate some indication by comparing the three year trends of the number of data based goals (Table XI) with the number of

TABLE XI

Mean and Percentage of the Total Number of Goals on IEP with Data Based Objectives

	Mean			Percentage		
Demonstration Site	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
Public School						
1	3.3	5.5	3.8	100%	87.5%	73.2%
2	--[a]	4.3	6.3	--[a]	42.2%	54.1%
3	--[b]	--[b]	3.8	--[b]	--[b]	64.6%
Institution						
4	3.3	8.0	10.1	60.1%	90.5%	100%
5	4.4[c]	10.3[c]	10.0	90.9%[c]	100%[c]	100%
6	5.1[c]	3.8[c]	4.2	94.3%[c]	100%[c]	100%

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[a] No SMH program for demonstration site that year.

[b] No PRIDE intervention for the demonstration site in that year, data not retrievable.

[c] Data were based upon educational programming prior to PRIDE intervention.

TABLE XII

Mean Number of Undocumented Objectives with Data Base and Percentage of Undocumented Objectives with Data Base per Student

	Mean			Percentage		
Demonstration Site	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
Public School						
1	8.5	1.3	6.6	52.7%	100%	87.3%
2	--[a]	0.3	1.3	--[a]	100%	100%
3	--[b]	--[b]	3.25	--[b]	--[b]	92.3%
Institution						
4	6.6	.4	1.1	100%	100%	100%
5	4.4[c]	0[c]	0	97.6%[c]	NA[cd]	NA[d]
6	6.8[c]	0[c]	0	100%[c]	NA[cd]	NA[d]

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[a] No SMH program for demonstration site

[b] SMH program in existence, but data not retrievable.

[c] Data reflect educational programming prior to PRIDE intervention.

[d] The number of undocumented objectives was zero, therefore, percentage scores are not applicable (NA).

TABLE XIII

Mean Number of Goals with Data Based Objectives and Mean Number of Objectives Completed per Student

Demonstration Site	Mean # of Goals With Data Based Objectives (Table XI)			Mean # of Objectives Completed (Table IV)		
	1977-78	1978-79	1979-80	1977-78	1978-79	1979-80
Public School						
1	3.3	5.5	3.8	6.0	13.3	0
2	--[a]	4.3	6.3	--[a]	10.3	10.3
3	--[b]	2.8[c]	3.8	--[b]	2.8[c]	5.8
Institution						
4	3.3	8.0	10.1	4.7	11.5	7.8
5	4.4[c]	10.3[c]	10.0	10.0[d]	21.2[d]	28.4
6	5.1[c]	3.8[c]	4.2	4.8[d]	8.8[d]	5.7

---

[a] No SMH program for demonstration site that year.

[b] No PRIDE intervention for the demonstration site in that year, data not retrievable.

[c] Data were based upon educational programming prior to PRIDE intervention.

[d] Data were based upon educational programming prior to PRIDE intervention; data include undocumented objectives.

completed objectives (Table IV). Table XIII juxtaposes the mean scores from Tables IV and XI. For the public school sites, there seems to be a positive relationship between the mean number of objectives completed and the mean number of data based goals. In site 1 there was an increase from year 1 to year 2 and a decrease to year 3, in both sets of data. Similarly, sites 2 and 3 showed an increase from year 2 to year 3 in the amount of data collected and in the number of objectives completed.

There is also a positive relationship between quantity of data collected and student progress from the first to the second project year in sites 4 and 5 which show increases in the mean number of goals with data based objectives and mean number of completed objectives. Site 6 shows a negative relationship between the quantity of data collected and student progress.

Summary and Recommendations

As a result of the past six years of experience in developing model programs for severely handicapped students in rural areas, the authors have concluded that the model of providing services is somewhat irrelevant. The single most critical variable in determining the quality of educational service in a rural area is the classroom teacher, who is responsible for planning and orchestrating the various components of the student's educational day. The problems of locating and hiring such a person are practically insurmountable, especially for directors of special education in rural areas. Imagine for a moment that you are the director of special education in a rural setting with a vacancy for such a teacher. . .

> You are required by law to provide a program, yet you are unable to get any applications or inquiries for the classroom teacher's position after sending job descriptions and announcements to many university placement offices. You know that the parents will be very unhappy if their children do not have a program at school. You also realize that the parents are not going to complain about the quality of the program because they are grateful to have the 6-hour-a-day program. After weeks with no applications, you personnally start contacting former teachers or others in the community and try to talk them into taking the job. Quality of instruction is not an issue at this time; you are looking for a warm body that will at least be in the classroom, and not be offensive to the building principal and parents. Finally you locate a person who is willing to take the job. Your worries are over for now. You feel good about having found a person to take the class--at least the students will have a classroom to attend next September when school starts.
>
> You know that the new person won't have the skills to assure that quality instruction will be present, you know that the teacher will probably not continue for more than a year or two before she succumbs to the teacher burn-out syndrome. You know most of the

> experienced paraprofessionals will not come back after the summer break because their summer jobs pay more than minimum wage, you also know that the paraprofessional who has school-age children will return next year because she needs a job that corresponds to her children's school days. You know quality is a moot question... besides the teacher can attend the two-day statewide in-service training that the board has approved. Is it your fault that universities don't train enough teachers, that people don't want to move to Podunk, Kansas; is it your fault that you have a set salary schedule; is it your fault that you have a conservative board?. . . No, you've done your job, you've found a warm body . . . for the moment.

What is needed is a way of attracting and keeping quality persons to serve as classroom teachers in public school programs serving severely handicapped students in rural areas. This could be accomplished by devising an innovative recruitment system, incentive system and a training program that will provide a stimulating environment designed to increase the number and quality of teachers living and teaching in rural America. Projects are needed to identify and simulate those variables that make it possible for demonstration and university-based programs to attract competent individuals to work in programs for severely handicapped students in rural as well as metropolitan areas. These variables include opportunities for professional growth, flexible schedules, feedback from peers, and numerous personal and professional incentives and personal growth opportunities. By starting with highly motivated, intelligent staff, and by providing a variety of personal and professional incentives and training options, participating classroom teachers can significantly improve the quality of services to SMH students. Conversely, significant changes in the quality of special educational programs will never occur in rural settings unless action is taken to drastically alter current practices of recruiting/selecting, motivating, and training the personnel responsible for the students educational programs.

The next section provides an overview of a proposed model for altering the current system of recruitment and selection, training, and providing incentives to teachers of students with severe handicaps.

Brief Overview

As the system is now conceived, a director of special education would notify the project of a vacancy for a teacher. An intensive recruiting effort would be launched to identify possible persons to fill the vacancy. This recruiting effort will be conducted both locally and nationally. The rationale for this dual recruiting approach is that: 1) persons from the local area may be more likely to stay in a rural setting since they have already accepted this life style; 2) some persons recruited from other regions may find that they like living in a rural setting and will remain, especially if job satisfaction is high.

After a pool of possible candidates is identified the project would determine which are serious applicants. The serious applicants would be screened to determine which applicants the project would be willing to endorse for the statewide incentive and training project. If the director of special education hires an endorsed teacher, he or she would be eligible for the incentive and training opportunities offered by the project.

Project endorsement would be on a year-by-year basis and all applicants for the program would be re-evaluated by project staff and/or consultants to maintain project endorsement. Only those teachers who continue to show outstanding development would be continued by the project.

The process for teacher re-endorsement should include: 1) a formal application detailing achievements during the past year, 2) letters of recommendation from supervisors and parents, 3) written summary of student progress, 4) letter of endorsement from teacher training institution and 5) ideally, direct observation/evaluation by project or a third party.

The four major goals of such a project would be:

1. to plan, pilot, modify, and implement a statewide recruitment/selection program for teachers of severely handicapped students;
2. to plan, pilot, modify, and implement a statewide incentive system for teachers of students with severe handicaps;
3. to plan, pilot, modify, and implement a flexible training model for providing required university coursework and selected non-university training opportunities for teachers of severely handicapped students;
4. to plan, pilot, modify, and implement a system for evaluating project impact on the quality of educational services to severely handicapped students.

Now that all severely handicapped school-aged persons are assured of a free public education, it is time to begin addressing various strategies for improving the quality of the programs. Systematic attempts at attaining the above goals is a needed effort if students with severe handicaps are to receive high quality instruction in rural settings.

Part II

The purpose of this section is to describe the staff's perception of their experiences during the past three years in attempting to develop an exemplary educational program for severely/profoundly handicapped students living in rural Southeastern Kansas. Project PRIDE was a logical extension of an earlier demonstration project, Project MESH, which was one of the original ten national demonstration projects in the area of severely handicapped funded by BEH in 1974. Project MESH was a simulated public school model, however, in retrospect MESH can best be described as a University sponsored "lab" school for moderate and severely retarded students located in a rural area. The administrative staff of Project MESH prepared the original Project PRIDE proposal in conjunction with local directors of special education. The assumptions were that since Project MESH had extensive experience dealing with severely handicapped students that key staff members from this project could successfully apply their experience, training, expertise and knowledge in the "real" world. The local schools were eager to have the proposal submitted because they were being required to serve the severely handicapped student during the next school year.

The project was subsequently funded and staff began attempting to assist the area's special education cooperatives in establishing model programs in their respective geographical regions. During the past three years the project failed to significantly impact in a number of important areas. Generally the quality of the programs did not reach the level originally expected. The following position paper describes and discusses some of the major issues and problems encountered during the past three years.

SOME MYTHS ABOUT RURAL SPECIAL EDUCATION

The most critical variable in the mix that determines the quality of special educational services in a rural area is the classroom teacher. He or she is the person responsible for planning and orchestrating the various components of the pupil's educational day. This person is assumed to be a master teacher, an advocate for students, a staff supervisor, an expert in evaluation, a proficient assessor of student abilities, a competent parent teacher, a diplomat who provides a liaison among various academic disciplines, and a creative technologist who writes an effective individual education program for each student. To accomplish all these things the teacher must be a creative thinker, a task master, a public relations expert, a behavioral scientist, as well as a student of physical therapy, occupational therapy, speech pathology, language development, vocational rehabilitation and applied behavior analysis. This wonder-teacher must be degreed in special education, certified by the state department of education, and believable and credible in the eyes of the local board of education. In addition, this superhuman educator should be knowledgeable about motor development, skilled in developing physical fitness, proficient in teaching self-help skills, an expert in developing basic speech and language in language impaired children, adept at adapting wheelchairs to accommodate the needs of severe physical impairments and qualified to teach students who resist learning while training parents whose expectations for their children may be grossly disproportionate to their own skills in assisting the child's physical and intellectual development.

Assuming that the school is fortunate enough to find and employ such a mythical superteacher, then it would be logical for the system to provide all kinds of perquisites and motivators and incentives to make the superteacher feel needed and secure. Another myth? Yes, as a matter of fact, this leads to a new nest (Casey 1979) of three more myths. In most schools the myths follow a similar pattern.

1. Teachers will work at their jobs without either the hope or promise of material rewards. Merely being fortunate enough to have the opportunity to work with handicapped children is its own reward.

2. The special education teacher's students are more important to the teacher than family, friends and home and social life. Those students are so important that the teachers will sacrifice their personal lives to devote extra hours and days to handicapped pupils.

3. Teachers have been so well trained and are so well supported by the system that it is possible for them to bring about startling daily changes in handicapped pupils, and that in itself is sufficient motivation to do more and more each day.

These myths were revealed to the authors during the course of a Bureau of Education for the Handicapped sponsored project called PRIDE. Project PRIDE was designed to be an exemplary educational program for severely/profoundly handicapped students living in rural southeastern Kansas. At the very beginning of the project, the local schools were eager to have the proposal submitted because those schools were facing a requirement to serve severely handicapped students in the district. But somewhere between the hope and the aspiration, between the dreams and the reality, we discovered a number of myths about rural special education, myths that also abound in many urban special education endeavors.

When the project was funded we immediately set out to assist special education cooperatives in our area, southeast Kansas, as they established model programs. The problems we encountered relate to seven specific areas that are of general interest to most school systems, rural or urban:

1. Providing least restrictive educational opportunities for handicapped students.

2. Solving the problems created by role conflicts between school staff and education consultants.

3. Providing needs assessments for individual teacher professional development.

4. Resolving the differences and disagreements that arise in expectations for either itinerant or consulting teacher models in providing special education services.

5. Providing effective services to parents of handicapped children.

6. Providing summer programming for handicapped children.

7. Handling problems associated with teacher job dissatisfaction.

Myth 1: It is A Simple Matter to Create an Unrestrictive Environment

This is an old myth. Probably the only persons left who believe it is simple to integrate handicapped children into regular schools are those who have not tried it. Few persons these days question the proposition that integration must be achieved. But integration does not always mean mixing handicapped children in classes of children without handicaps. The least restrictive environment can be stretched to include segregated classrooms.

The importance of serving severely handicapped students in the least restrictive environment has been documented in current educational literature. (Brown, L., Nietupski, J., Hamre-Nietupski, S., 1976; Larsen, L., 1977). Segregated classrooms in regular schools are considered less restrictive than segregated special education schools. This is largely because the label, "special school," stigmatizes the students who attend it. A special school also prevents interactions with nonhandicapped children and adults, and deprives handicapped students from participating in age-appropriate activities in a normal environment.

In rural southeast Kansas, Project PRIDE staff worked in three public school classrooms for the severely multiply handicapped. During the three years of the Project PRIDE, one classroom was housed in a "special school." The second classroom originally was integrated, including mildly, moderately, and severely handicapped children, and was located in an elementary school building. The SMH students were later moved to a separate classroom located in an elementary school building. The SMH students were later moved to a separate classroom located in a vacant parochial school, which also housed a Head Start Program. The third classroom was housed in a trailer, adjacent to a "special school" for trainable mentally handicapped students. Little progress has been made toward moving these programs into less restrictive environments. Although one of the special schools was closed and the TMR classrooms moved to an elementary school, the SMH classroom moved into a building housing administrative and support personnel and no other students. Thus, as the TMR classrooms move to a less-restrictive setting, the SMH classroom will move to a more restrictive setting.

Kenowitz, Zweibel and Edgar (1978) state that:

> "The greatest single factor in determining the restrictiveness of any given environment is the set of expectations of the professionals who develop and implement the IEP. These expectations determine not only placement, but programming opportunities that permit normal interaction and certainly student performance. Any serious attempt to define, analyze, and manipulate how restrictive an educational alternative is must directly deal with the expectations of the professionals involved in the system." (Page 53).

There was no dissatisfaction in the teaching staff and the administration with the policy of segregating the severely/profoundly handicapped students from normal and less handicapped peers. For example, at one site, the TMR classrooms were bussed to eat lunch at a nearby elementary school, while the SMH classroom teachers were satisfied with the arrangement of bringing lunches for the SMH students to the special school. At the same site, an adaptive physical education staff person came to the site and conducted a biweekly program with the TMR classrooms. The SMH classroom was not included in this program, and the teachers accepted this as a logical exclusion.

In another site where the classroom was located in an elementary school, little opportunity was provided for interaction between the special education program and the regular programs. The special education classroom was assigned a specific time to be in the restroom. Diapers could not be disposed of in the restroom, and were thus carried back to the classroom for disposal. The SMH students ate lunch in their classroom rather than the building cafeteria. The prevailing attitude of the teacher and special education director in this district was to not make waves, do not antagonize the building principal, and keep the SMH students in "low-profile."

When attempting to change the attitudes and perceptions of classroom personnel regarding less restrictive programming, PRIDE was continually intimidated by the attitudes of the administration. Attitudes of a district administration determine whether or not teachers will be innovative in developing less restrictive instructional opportunities for their severely handicapped students. Without administrative commitment to less restrictive environments, it is unlikely that the attitudes and expectations of SMH teachers in the system will change even under constant pressure from outside influences.

Myth 2: Teaching handicapped children is such a lofty and noble calling that role conflicts and staff politics never influence the work to be done.

The rural characteristics of southeast Kansas coupled with the scarcity of fully certified teachers trained in the area of severely handicapped education set the stage for the dual role of teacher trainer-consultant played by PRIDE staff. The only teacher training institution in the state offering a program leading to certification in the education of severely handicapped children is the University of Kansas, which is 100 to 150 miles from teachers in southeast Kansas. In order to provide course work and supervised practicum to teachers employed in different places in the state, the University of Kansas developed a Statewide Inservice Training Project for Teachers of the Severely Handicapped (BEH # G00 7801689). This program uses a modular competency based approach which includes informational competencies measured by traditional paper/pencil tests and performance competencies measured by practicum exercises.

A goal of the original PRIDE proposal was to provide on-the-job inservice training for personnel serving severely/multiply handicapped students in southeast Kansas. Therefore, when SMH teachers from the area enrolled in the teacher training program offered by the University of Kansas, an interface with the Statewide Inservice Training staff appeared to be a logical way to coordinate quality training and make efficient use of existing training resources. The project speculated that this interfacing would minimize duplication of services to the teachers in southeast Kansas, provide the opportunity for more intensive practicum supervision and allow the Statewide Inservice Training staff to concentrate their efforts in other regions of the state.

Several issues arose that indicated that interfacing the teacher trainer and consultant roles should be approached carefully in order to avoid role conflicts. Role conflict can be characterized by a discrepancy between goals and objectives related to various job functions or differences in processes used to accomplish goals. A role conflict can exist between personnel, or can arise because of multiple job functions performed by an individual. Persons working within educational systems in ambiguous roles such as curriculum specialist, head teacher, supervisor, and external consultant are likely to experience role conflicts.

A significant role conflict encountered by PRIDE staff was the teacher-trainer-consultant conflict which existed in day-to-day interaction with classroom personnel. Factors which contributed to this role conflict included:

1. Ambiguity as to the consultant model desired by LEA administration, (i.e., directive vs. nondirective).

2. The question of who identifies and prioritizes areas of need.

3. A lack of clarity as to the specific role to be played by each person at different times.

4. The implied evaluation of classroom personnel inherent in the trainer role.

5. A lack of clarity as to how the consultation time should be utilized (i.e., classroom programming or assistance with formal course work).

6. Feelings of defensiveness and intimidation experienced by classroom personnel as a result of the interplay of 1 - 5.

A great deal of interplay existed between the items and it is not always possible to deleniate a clear cause and effect relationship. But many things are clear.

Factors 1 and 2: The administration, consultants and other persons directly involved (e.g., classroom personnel) need to agree on the consultant model to be implemented. Within a directive model, a consultant may look at the total environment, identify problem areas and needs, and propose procedures and guidelines for improving the environment. In a nondirective model the consultant raises questions for consideration and responds to needs or problems defined by the classroom personnel. Because of ambiguity about the consultant model desired by LEA administration, PRIDE staff were initially unsure of their responsibilities to effect change. This led to unnecessary frustration in both classroom and PRIDE staff. It appeared that the LEA's desired a nondirective consultative style where the teacher was the director of the consultation. Problems and needs were identified by teachers and the consultants attempted to respond to those issues rather than looking at the total classroom delivery system and designing a plan for improvement. An assumption of such a nondirective approach is that the teacher is capable of identifying areas of need and initiating requests for assistance in those areas. Without clarification as to the consultation model to be implemented, interactions were based on public relations rather than professional interactions aimed at improving the student's education.

Factors 3 and 4: If multiple roles are assumed by personnel, one must clarify the interaction of each role with the other roles. During the first two years, PRIDE staff were both teacher trainers and consultants. It was not always clear which role was operating at a given time. Although the goals of the teacher trainer and consultant roles are similar, the interaction process resulted in some degree of interference. One objective of the trainer role is to impart knowledge and improve, expand, or develop skills with the interpersonal climate being a trainer-trainee relationship. Inherent in this relationship is the evaluation by the trainer of the trainee's knowledge and skills with some type of evaluative feedback to the trainee. The directive role of a teacher trainer who is responsible for developing specific skills and knowledge within a specified time is counter to the responsive role of a nondirective consultant who attempts to be supportive of the environment by responding as a joint problem solver to specific problems raised by classroom personnel.

Factor Five: The multiple roles played by PRIDE staff naturally resulted in multiple job functions. These job functions can be divided into two major categories:

1. Consultation related to student programming and classroom management.

2. Consultation related to formal course work.

Both categories involve learning experiences for the classroom personnel. However, the question of when each category should be addressed should be clarified. PRIDE staff felt that with the exception of specific practicum observations, consultation related to course work should take place outside the school day. In one demonstration site classroom personnel felt that assistance with course work assignments and studying was an appropriate use of the consultant's time. This discrepancy caused frustration for both PRIDE and classroom staff. The merits of either position will not be debated here, however, experience suggest that it is important for persons providing a service and those receiving the service reach agreement on how time will be used when multiple job functions exist.

Factor Six: Defensive behavior has been characterized by Gibb (1961), as behavior that occurs when an individual perceives threat or anticipated threat and reacts with defensive listening, defending oneself verbally and nonverbally, and distorted communication. Defensive behavior, in turn, tends to raise the defense level of the original communicator. The interplay of factors 1 - 5 resulted in feelings of defensiveness and intimidation by some classroom personnel involved in Project PRIDE, and were subsequently reacted to by PRIDE prsonnel. These reactions produced a nonproductive atmosphere in which the best interest of students was lost.

In an attempt to address this problem, PRIDE staff received consultation and training related to consulting skills, role clarification, and effective interpersonal communications. Because educators and professionals in supportive disciplines are usually trained to provide direct service to students or clients and do not receive training in the process of consulting with other professionals or working in a transdiciplinary team model, it is not surprising that a person's technical competency in a given field is not always accompanied by an ability to share the knowledge or skill through a training or joint problem solving process. In addition to clarification of factors 1 - 5, it is important for professionals in supportive roles to receive training in the process of consultation and for classroom personnel to receive training in utilization of consultants and team approaches to programming for handicapped students. Feedback systems should be established between those receiving the service, those providing the service and the school administration.

Myth 3: A questionnaire is the best way to define the professional development needs of teachers

During the first project year, PRIDE staff attempted to identify topics for consultation and in-service activities by using a formal needs assessment questionnaire that PRIDE staff had developed. Teachers were asked to respond to items by indicating whether:

1. The skill or information was something they currently had,
2. the skill or information was something they currently used regularly, or
3. the skill or information was something they were interested in knowing more about.

Items on this form addressed student assessment, curriculum sequences, instructional strategies, behavior management techniques, data collection, display and interpretation. Observations by PRIDE staff indicated there were discrepancies between the information the teachers put on the questionnaire and their actual classroom performance. Therefore, the reliability and validity of the information was questionable.

During the next school year, PRIDE staff experimented with a revised needs assessment to be implemented the next fall. This revised form, the Professional Development Inventory for Personnel Serving Severely Multiply Handicapped Students, was designed to be completed by teachers or by observers. The scoring system was changed to a point scale: 0= No knowledge to superficial awareness, 1= Introductory competence, 2= Moderate competence, and 3= Good to extensive competence. A point value was assigned to each item in relation to the teacher's knowledge of the topic with a separate point value scored for application. The content of the new form was expanded to include items related to classroom management, health management, developing IEPs, instructional development, motor development, feeding, measurement, assessment, behavior principles, instructional strategies, curriculum sequences, and parents and family intervention.

When the revised form was presented to classroom personnel and school administrators, they expressed concern that using the instrument constituted an evaluation of the teachers and that conflicted with school policy. The purpose of needs assessment as one step in systematic professional development was explained but school personnel were uncomfortable with any information being recorded by the teacher or PRIDE staff which evaluated a teacher's competencies in specific areas. As a result, the Professional Development Inventory for Personnel Serving SMH Students was never used and a seemingly less threatening Professional Development Interest Inventory (Appendix A) was completed by classroom personnel in the fall of 1979.

The Professional Development Interest Inventory contained the same items as the previous questionnaire, but teachers were asked to respond to items in relation to their interest in receiving more information rather than as an evaluation of their current level of skill or knowledge. Respondents were also asked to indicate the method in which they wanted to receive information on specific items (i.e., in classroom assistance, formal in-service, resource material). The Professional Development Interest Inventory seemed to be less threatening than the previous versions, and resulted in more useful information.

When needs assessments are perceived by the respondents as evaluative or threatening, the validity and subsequent usefulness of any information received must be questioned. Persons wishing to develop such instruments should understand the threat such efforts may arouse and should, when possible, involve respondents in the development of the instrument.

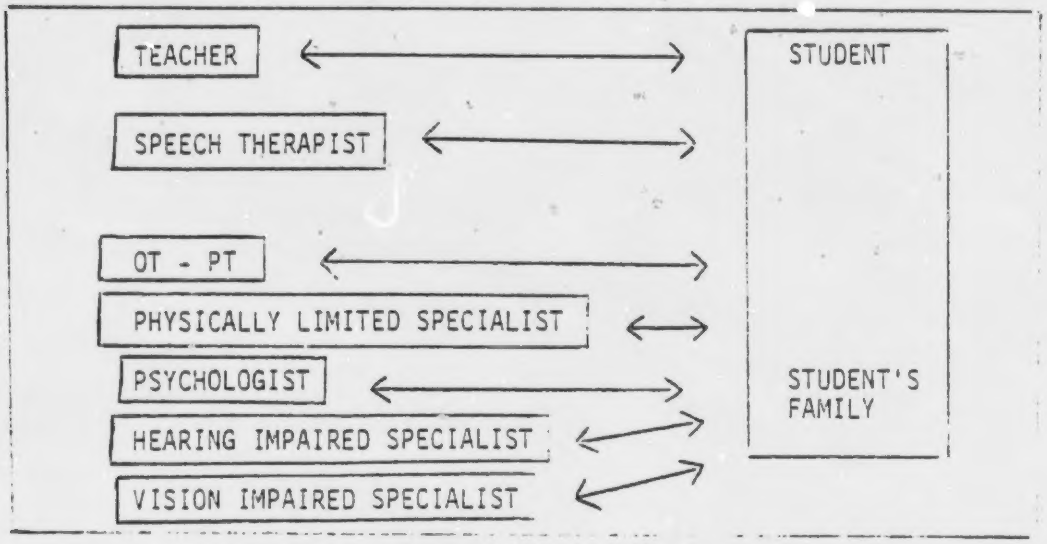
Myth 4: The multidisciplinary approach is always the best one to adopt when providing special education services.

The interface established between Project PRIDE and the Southeast Kansas Regional Education Service Center (SEKRESC) in the third year provided one curriculum specialist from the PRIDE staff the opportunity to work directly within the service delivery system of the SEKRESC. Experience as a member of the SEKRESC staff enabled Project PRIDE to obtain insight into issues of administrative concern related to the SEKRESC service delivery system.

SEKRESC traditionally functioned under a multidisciplinary, itinerant teacher model in which each appropriate specialist provided services directly to the student and his family. Under this system, each discipline included in the student's total educational program conducted it's own assessment, formulated, implemented, and modified the prescribed treatment as necessary. See Figure 8 for a representation of the SEKRESC model.

Figure 8

Multi-Disciplinary, Itinerant Teacher Model


TEACHER
SPEECH THERAPIST
OT - PT
PHYSICALLY LIMITED SPECIALIST
PSYCHOLOGIST
HEARING IMPAIRED SPECIALIST
VISION IMPAIRED SPECIALIST
STUDENT
STUDENT'S FAMILY

There were advantages to the multidisciplinary direct service delivery model for the specialists, classroom personnel, and for the students. Presumably, the students received more sophisticated training from the itinerant staff member specifically trained in one discipline than from more generally trained classroom personnel. The specialists and classroom personnel, in turn, could expect to operate independently within the clearly defined boundaries of a direct service provider without devoting time and energy to coordinating activities with other providers within the service system. The traditional multidisciplinary, direct service system seemed conceptually simple and operationally effective. However, as services expanded, and the number of students served increased, the multidisciplinary direct service model proved less effective in providing the quantity and quality of services required.

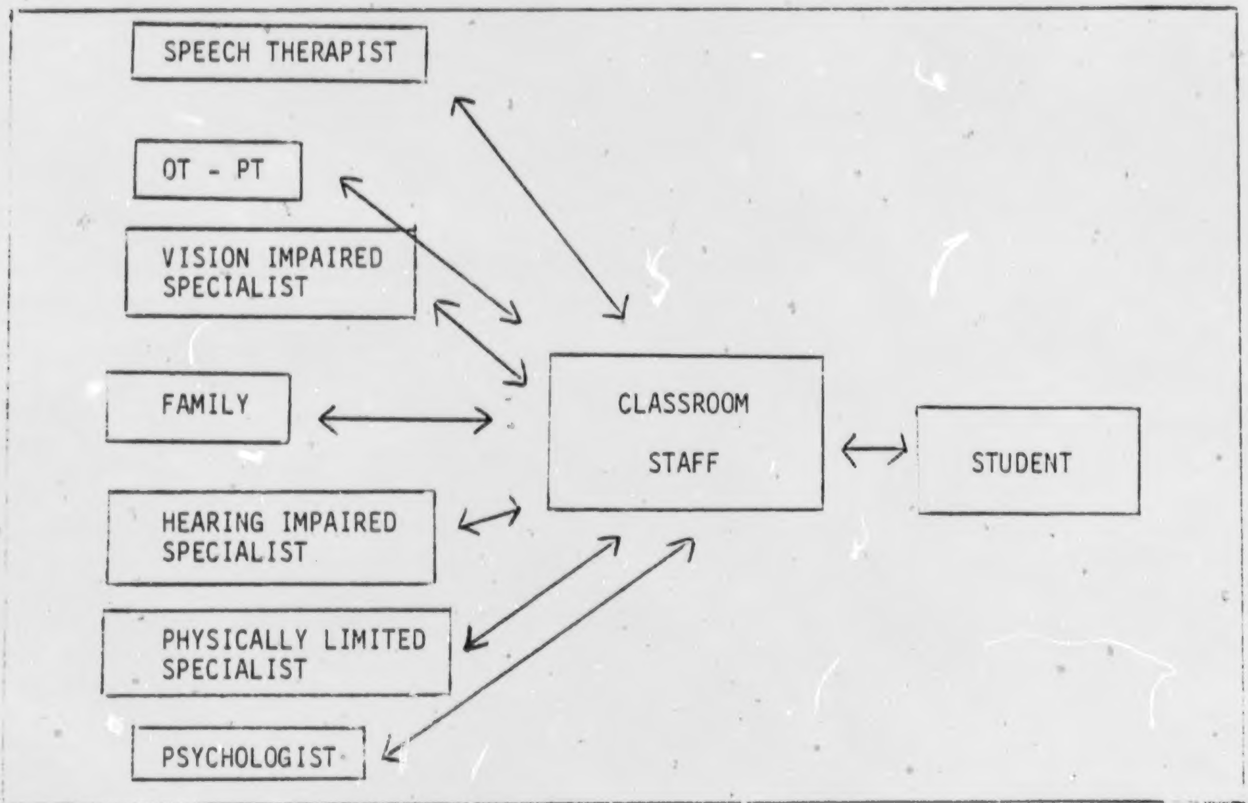
One disadvantage of the multidisciplinary approach was that it failed to provide enough specialized, individualzed instructional time for each student. Because of the distances between LEA's in southeast Kansas, it was not possible for an itinerant specialist to see a student more than once a week, at the most. This was not enough instructional time to develop maximal student progress.

A second disadvantage of the multidisciplinary model was that it did not coordinate services across disciplines, or among members of the same discipline. Several areas of concern became evident. First, lack of formalized, systematic communication among service providers increased the possibility of overlapping, conflicting, or incomplete educational programming for the students. Although some interaction did take place among specialists, among classroom staff, and between specialists and classroom staff, much of it occurred on an informal, public-relations basis. This lack of coordination of educational programming increased the potential for frustration and dissatisfaction with services and service providers on the part of students, their families, and other service providers. Secondly, itinerant specialists began to feel isolated from one another and separate from the daily classroom staff. The informal system of communication between itinerant teachers caused them to function autonomously and the sense of "being out there all alone" led to frustration and to occasionally questioning their effectiveness in facilitating student progress. Because the PRIDE project was experimental, it was possible for the curriculum specialist assigned to SEKRESC to explore possible changes within the existing SEKRESC service delivery system. That increased the number of students effectively served by the SEKRESC, itinerant staff, and initiated a formalized, coordinated system of communication across disciplines.

PRIDE recommended to the SEKRESC administration that SEKRESC shift from an itinerant direct service multidisciplinary team approach to a non-direct consultant transdisciplinary team approach. Under this new model, the role of the support personnel in the classroom shifted from that of an independent service provider, at best prescribing procedures to be implemented by the classroom staff, to consultants who were accountable to the classroom teacher, providing programming suggestions and professional in-service as necessary to implement the suggestions adopted. The traditional case load of the support service specialist would be changed, for the most part, from individual students and their families to the classroom personnel. At the classroom level, a change from the direct service model to an indirect service model augments the role of the classroom teacher from that of an individual program implementer, carrying out the wishes of various support service personnel, to that of the overall classroom manager responsible to the student and his parents for coordinating and implementing all educational services provided to the classroom.

Figure 9 depects the channels of communication in a transdisciplinary team.

Figure 9


SPEECH THERAPIST
OT - PT
VISION IMPAIRED SPECIALIST
FAMILY
CLASSROOM STAFF
STUDENT
HEARING IMPAIRED SPECIALIST
PHYSICALLY LIMITED SPECIALIST
PSYCHOLOGIST

Operational changes recommended, which would support a transdisciplinary indirect service delivery model, included formalized staff meetings of personnel at all levels, and systemized channels of documentation. In the classroom, it was suggested the classroom teacher hold periodic staff meetings with the paraprofessionals, support service consultants, and parents. Similarly, PRIDE suggested that monthly meetings at SEKRESC attended by all support consultants be held to address both administrative and individual student concerns. Suggested documentation policies included staff meeting notes, copies of recommendations sent to all other agencies serving the particular classroom or family involved, and standardization of paperwork procedures across similar service agencies where possible.

Considering the effect upon the services provided, the transdisciplinary approach could enable SEKRESC to indirectly serve a larger number of students than the multidisciplinary approach. Consultants would spend less time with individual students and more time providing specialized information to the direct service classroom personnel which could be useful for a teacher's entire class. Although a student might receive less sophisticated programming initially from the unspecialized classroom teacher, the consultant model should facilitate more consistent (daily) individualized educational programming for each student with special learning needs. Also, given the classroom teacher's familiarity with all the disciplines serving the classroom, there would be a greater opportunity to increase the classroom staff's expertise in each discipline, and therefore, to provide educational programming opportunities for the generalization of skills across curriculum areas. The transdisciplinary model is also advantageous for consultants. Increased formal communication among traveling consultants maximizes the opportunities for several support services to address a particular problem together. An educational problem might be more effectively solved utilizing the complementary skills of several consultants. Taken together, their recommendations would reinforce and strengthen each other. In addition to the role of classroom consultant, in an indirect-service model the support consultants might also provide consulting services to each other. This structure decreases the isolation of consultants from each other and augments the efforts of all consultants to provide a broader range of services to all classrooms.

The conceptual change from a multidisciplinary itinerant teacher model to a transdisciplinary consultant model at SEKRESC was presented to SEKRESC staff and directors of the LEA's by Project PRIDE. PRIDE staff also gave an introductory in-service to the SEKRESC staff on the service model changes. The recommendations for the changes discussed in the SEKRESC service delivery system were met with favorable reaction by SEKRESC staff and the LEA's in southeast Kansas. If implemented, the changes discussed could potentially provide a broader range of quality services to the handicapped in southeast Kansas.

Myth 5: Teachers and school administrators welcome parent participation with open arms.

The attempts of PRIDE staff to provide exemplary services to the families of the severely handicapped students were met with limited success. Although more consistent services were initiated in the third project year, the quality and quantity of home-school interaction and their coordination were much less than our original expectations. The problems encountered by PRIDE staff in attempting to change the lives of severely handicapped individuals through family intervention stemmed from:

1) philosophical differences between PRIDE and LEA staff members,

2) existing LEA administrative policies, and

3) inadequate preservice personnel preparation in providing family intervention and liaison services.

It is hoped that a discussion of PRIDE's experiences relative to these issues may benefit others attempting to develop and implement quality family service delivery systems for severely handicapped individuals.

The proposed parent services component of Project PRIDE was based upon the philosophy that a coordinated and cooperative relationship should exist between the school and the families of the students it serves. Within this relationship, the role of the family was to be an equal and contributing member of the educational team serving their child. The school was to take a dual role as: a consultant to the family to assist in identifying, designing, and monitoring home programs, as well as an advocate and liaison for the family in obtaining related services for their child. A formal parent service delivery system was proposed which reflected PRIDE's total service philosophy.

The proposed parent service delivery model contained three basic components. The first was an orientation phase designed to introduce parents to school and project personnel, and to familiarize them with project goals and objectives. The second was a parent training component in which school and project staff were to assist parents in the functional application of basic learning principles during training in the home. That is, the parents and school would work together in identifying training objectives, implementing instructional programs, monitoring student progress, and arranging the environment to enhance generalization and maintenance of skills learned at school or at home. The third proposed component focused on assisting parents to solve their own indvidual problems or to work as a group to solve common problems. For example, parents of handicapped children often find it difficult to obtain services such as babysitters, medical attention and respite care. Project PRIDE agreed to facilitate the implementation of this three-component model by providing training to parents, developing programs, and acting as a resource for obtaining services requested by the schools.

In attempting to implement this parent service delivery model, PRIDE encountered unsupporting underlying philosophies at the classroom and in school administrative levels. While project personnel saw the role of the classroom teacher as one of an advocate for the needs of students, classroom personnel seemed to consider their role primarily as a provider of one service (classroom instruction) isolated and separate from other needed services. The classroom staff's philosophy was further complicated by the prevailing administrative policy that parent education, home programming, coordination of a total educational program including support service, or advocacy for the student or family in dealing with school administration or community services were part of classroom staff responsibilities. But the administration made no provisions for implementing such activities. Therefore, the quality and range of services provided depended upon the background and philosophy of each individual teacher. The administration was not supportive of a formalized parent service delivery system, but seemed to feel that adequate parent services could be provided by the classroom teachers, incidental to their classroom instructional services. In addition, there seemed to be a pervasive feeling on the part of at least one administration that providing quality services to parents (familiarizing parents with their children's rights regarding services), might cause other families to expect more comprehensive services and to interact competitively rather than cooperatively with the school, thus posing a threat to the LEA's. These philosophies at the classroom and administrative levels proved to be the largest barriers in implementing parent services.

Inadequate staff planning time and lack of teacher time without students further hindered the implementation of a coordinated parent service model. Flexibility in staff scheduling can help facilitate the provision of comprehensive parent services. Several options are available:

1. Two teachers can combine their classrooms, allowing one teacher to work with parents while the other teacher provides continuous student supervision.

2. A "floating" paraprofessional can be employed to provide additional student supervision while the teacher works with parents.

3. A second certified teacher can be employed rather than a paraprofessional, so one teacher can meet with parents.

4. Administrative staff with teacher certification or substitute teachers can be used to supervise classroom programming while the teacher works with parents.

The remaining obstacle to providing quality coordinated home programming was the lack of experience and training classroom personnel had received in providing services to parents. PL 94-142 requires preservice training programs in special education and places as additional emphasis on the involvement of families in the educational process. However, PRIDE's experience indicates that more practicum experience with parents, not only in conferencing skills, but also in program development, would be beneficial. Student teachers should be guided through a service process beginning with listening to parents' needs and then moving as indicated, to design, implement and monitor home programs.

Compounding the problem of inexperience is the lack of readily available home needs assessment instruments. While a classroom assessment device can provide structured areas to address in a parent conference, such instruments are designed for an educational setting, and are often arranged according to curriculum areas not immediately applicable to the home setting. A Living Environment Needs Inventory developed by

Project PRIDE is an attempt to answer this problem, but is not ready for widespread use. The use of ecological analysis techniques by classroom personnel can provide opportunities for integration of children's training needs in the home and school environments. Further development of assessment instruments and training of classroom personnel to use ecological analysis techniques is needed. Experience in Project PRIDE indicates that a crucial prerequisite to the implementation of quality parent service programs is that coordinated systematic service to parents must be a high priority for both the classroom staff and LEA administrations. Parent services need to be considered an integral and automatic part of school service delivery rather than an incidental service provided outside the classroom. PRIDE's experiences with parent training suggest that philosophical changes at the administrative and classroom levels must occur before logistical solutions can ensure the implementation of a coordinated, ongoing, comprehensive family service delivery system.

Myth 6: School systems realize and accept the fact that the regular school year must be lengthened for handicapped students.

Project PRIDE encouraged the cooperating school districts to provide a summer program. Not only do the students need this service but many parents need additional assistance to maintain their children in a home rather than an institution. The school's directors of special education agreed that there was a need for summer programs. They were, however, unwilling to establish summer programs, even with the additional resources from PRIDE. They expressed concerns that parents of students in other areas of exceptionality would demand similar programs and continuation of summer programming beyond the federal funding period would pose a problem. Even with the legal precedent of the Armstrong vs. Kline (Note 2) case in Pennsylvania, the schools would not reconsider their decisions not to provide summer programs.

The intent of the Pennsylvania ruling was to require school districts to provide education to maintain skills and prevent regression during a three-month gap in programming. Using this interpretation, summer programs could range from an extended school year with programming similar to that provided during the regular school year, to skill maintenance programs supplemented by recreational activities, to itinerant home bound services. LEA administrations should plan for summer programs by determining the number of students needing such programs, the type of programming necessary, and the type of staff needed to provide the service. In rural areas, transportation and travel time are significant variables, and decisions must be made regarding whether teachers or therapists go out to students or students are brought into a central location. Summer programming provides the opportunity for more intensive communication and training with parents than is possible within the traditional classroom environment. Siblings who are involved in their own schooling during the regular school year might also participate in a summer program to learn techniques for working with a handicapped brother or sister.

Teachers, parents and administrators need to work closely to evaluate student needs for maintaining skills learned during the school year and to design service delivery systems for summer sessions. The LEA's unwillingness to provide a variety of services in nontraditional model is currently a serious deterrent to effective education for severely multiply handicapped children.

Myth 7: Job satisfaction comes naturally with being a special education teacher.

During the life of Project PRIDE, staff members had extensive opportunities to talk with special education teachers, often as listeners to teacher problems and complaints related to working conditions.

1. Teachers often complain about the amount of paperwork they must do. Completing forms and writing programs is necessary for documentating student progress in the educational program. The critical variables in the paperwork dilemma relate to a teacher's knowledge that a particular form is actually needed and the information is used, and having adequate time to complete the required paperwork. It can be helpful to involve teachers in the development of necessary forms and in decision making regarding the frequency and timelines for completion of various reports. When this is not possible, (e.g., when a form is required by another agency), an explanation of why the information is requested and how it will be used can help minimize teachers' resentment of what seems to be unnecessary paperwork.

2. Staff meetings are sometimes perceived as a waste of time. Pines and Maslach (1973) reported a correlation between frequency of staff meetings and negative or dehumanizing attitudes harbored by staff toward patients in mental health settings. Teachers who are required to hold frequent staffings need to have a means of structuring or organizing the meetings so that concrete outcomes result. It is also important that all persons who are required to attend frequent staff meetings feel that their input is perceived as valid by the other staff members. The length, frequency, and function of staff meetings all effect the teachers' attitudes about attending such meetings. Staff meetings that are a forum for communication and problem solving, and result in statements of future action, can contribute to quality education for children and increased job satisfaction for teachers.

3. The opportunity, or lack of it, to provide meaningful input into the educational system in which the teacher operates can affect job satisfaction. When school boards and administrators merely dictate procedures and policies without allowing the opportunity for on-line staff to provide input, the policies can be viewed

as restrictive, and as being rules designed for the purpose of maintaining an organizational status quo rather than addressing the best interest of students.

4. Teachers frequently express dissatisfaction with in-service opportunities provided. In-service days planned for all special education staff in a LEA certainly provide some valuable information. However, the needs of each teacher can be as individual as the needs of each severely handicapped student, and a strong administrative commitment to encourage, support, and provide opportunities for individualized professional development seems particularly relevant as we look at a young field such as the education of severely multiply handicapped. Historically, schools have not provided extensive in-service training and professional development activities for their teachers. Universities have offered the major source of training through their teacher training departments, summer school, and evening classes. For the most part, the classroom teachers have been responsible for continuing their development and the public schools have developed salary schedules which increase teacher salaries for completing additional college hours. Without an administrative structure that encourages various forms of professional development, it is difficult for individual staff members to maintain the motivation necessary for continued professional growth. Although some information can be obtained by professional reading, much more information needs to be acquired through a didactic instructional setting and professional sharing. Workshops, conferences, and visits to other programs help greatly in acquiring information in this manner. LEA's need to consider different formats of training and allow individualized in-service options if students with severe handicaps are to make major gains in their public school programs.

5. As observers in educational systems, Project PRIDE staff concluded that teachers of the severely handicapped need to maintain a high level of optimism and motivation to continue teaching their students. Student progress is often slow and confidence in one's ability to utilize a variety of teaching techniques and manipulate a student's environment is crucial to maintaining satisfaction with oneself as a competent teacher. Teachers must see and be told that their skill is actually having an impact on student progress. Teachers seem to become frustrated and apathetic when they perceive their efforts as making no difference in a student's life. The notion that teachers, or any other professionals in the area of special education are somehow different from the rest of the working population of the world has become a believable myth. Actually, they are no different from anyone else when it comes to job satisfaction. Those variables which make other jobs satisfying and rewarding apply equally to special educators.

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Reference Notes

Note 1: State Plan for Special Education, 1980, Kansas State Department of Special Education, Topeka, Kansas, 1979.

Note 2: Summer Program for Handicapped. Education of the Handicapped, Capital Publications, Inc., Washington, D.C. 5 (4) July, 1979.

APPENDIX A

Professional Development Interest Inventory for Personnel Serving Severely Multiply Handicapped Students

Project PRIDE (BEH Contract #300-77-0253)

Respondent ______________________ Date ________________

In Classroom demo or assistance	Formal inservice	Resource material	Other (Specify in comment section)	Place code beside each topic in the column that indicates how you would like the information to be provided. You may indicate more than one method for a single item. Please respond to all items. Code: 1 = high interest 2 = moderate interest 3 = minimal interest X = not interested at this time	Comments
				Classroom Management	
				Physical organization of classroom	
				Designing areas for specific tasks	
				Scheduling	
				Organization of materials	
				Organization of active training records	
				Filing system for non-active training records, evaluations, etc.	
				Other (Specify)	
				Health Management	
				Seizure management procedures	
				Emergency medical procedures	
				Monitoring visual and auditory adaptive equipment	
				Other (Specify)	
				Student Assessment	
				Standardized assessment	
				Sensory assessment	
				Content area (domain) assessments	
				Specific pretests	
				Conceptual assessments	
				Other (Specify)	
				Developing IEP's	
				Use of assessment information to establish objectives	
				Writing long and short term objectives	
				Writing and using IIP's	
				Writing and using IEP's	
				Other (Specify)	

Place code beside each topic in the column that indicates how you would like the information to be provided. You may indicate more than one method for a single item. Please respond to all items.

Code: 1 = high interest
2 = moderate interest
3 = minimal interest
X = not interested at this time

In Classroom demo or assistance	Formal inservice	Resource material	Other (Specify in comment section)		Comments
				Instructional Development	
				Task analysis	
				Levels of assistance (MORE) teaching strategy	
				Shaping (successive approximations)	
				Chaining (Backward--Forward)	
				Modeling or imitation	
				Errorless learning	
				Temporal delay (Touchette)	
				Using picture books	
				Fading teacher and other stimulus prompts	
				Using one task to teach many skills	
				Teaching one skill across many tasks	
				Maintenance	
				Generalization	
				Training in groups	
				Commercial programs and equipment	
				Using the community as an extension of the classroom	
				Functional curriculum sequences	
				Other (Specify)	
				Measurement	
				Pretest and baseline measures	
				Taking, graphing, and analyzing correct error data	
				Taking, graphing, and analyzing levels of assistance data	
				Taking, graphing, and analyzing duration and/or latency data	
				Taking, graphing, and analyzing rate data	
				Taking, graphing, and analyzing time sampling and/or interval recording data	
				Charting conventions for showing aim, phase changes, non-training time, etc. on graphs	
				Drawing and using trend lines	
				Developing raw data sheets	
				Other (Specify)	

Place code beside each topic in the column that indicates how you would like the information to be provided. You may indicate more than one method for a single item. Please respond to all items.

Code: 1 = high interest
2 = moderate interest
3 = minimal interest
X = not interested at this time

In Classroom demo or assistance	Formal inservice	Resource material	Other (Specify in comment section)		Comments
				Behavior principles and management	
				Positive reinforcement to increase behavior	
				Negative reinforcement to increase behavior	
				Time out	
				Extinction	
				Differential reinforcement to modify behavior	
				Punishment	
				Overcorrection	
				Schedules of reinforcement and other consequences	
				Token systems	
				Developing a procedure for specific behavior problems	
				Other (Specify)	
				Curriculum areas--More information about:	
				Pre-academic, conceptual development	
				Pre-math and number skills	
				Pre-reading--reading	
				Pre-writing--writing	
				Social skills	
				Recreation	
				Pre-vocational--vocational	
				Gross motor development for severely physically handicapped	
				Gross motor development for moderately physically handicapped, ambulatory students	
				Fine motor	
				Eating	
				Personal hygiene	
				Dressing	
				Cooking	
				Home care and other domestic skills	
				Communication (pre-language)	
				Manual sign training	
				Communication boards	
				Language training	
				Generalized use of language	
				Other (Specify)	

In Classroom demo or assistance	Formal inservice	Resource material	Other (Specify in comment section)	Place code beside each topic in the column that indicates how you would like the information to be provided. You may indicate more than one method for a single item. Please respond to all items. Code: 1 = high interest 2 = moderate interest 3 = minimal interest X = not interested at this time	Comments
				PARENT SERVICES	
				Conducting initial interview or IEP meeting with parents.	
				Assessing home-family needs and concerns.	
				Providing on-going followup to parents.	
				Providing training to parents on specific topics.	
				Documentation of parent-school activity.	
				MOTOR DEVELOPMENT	
				Sequence for gross motor development	
				Common reflex patterns	
				General positioning rules	
				"Key point" motor control	
				Sequence for fine motor development	
				Adaptive standing equipment	
				Adaptive positioning equipment	
				1 man/2 man transfer procedures	
				FEEDING	
				Abnormal reflexes that interfere with feeding	
				Jaw control procedures	
				Appropriate foods for feeding programs	
				Adaptive feeding equipment	

Please specify any additional areas or topics you would like information about. Who would you like to have provide inservice and on what topic?

Who? Topic?

Another teacher? ____________________

Anyone from Pittsburg, Emporia, K State, KU, etc. ____________________

Anyone from another school district ____________________

Anyone from out of state? ____________________

Other (Specify) ____________________

APPENDIX B

NAME: ______________________

CHILD: ______________________

PARENT(S) PRESENT: ______________________

DATE: ______________________

PARENT NEEDS SURVEY

Project PRIDE (Contract #300-77-0253)

1. What are you most concerned about when you think about your child? ______________________

____

____

____

____

2. Which areas would you see as important for your child to work on? Please check one (✓) skill in each area.

Self-help

__________ Dressing
__________ Eating
__________ Walking
__________ Toileting
__________ Grooming (Toothbrushing, hairbrushing, handwashing)
__________ Other

Communication

__________ understanding you
__________ doing what you ask
__________ expressing needs
__________ other

Behavior/Social Skills

__________ Greet, wave when a new person comes into room
__________ Independent play
__________ Supervised play
__________ Interacting with others, pay attention, approach others
__________ Going to a public place (for example, restaurant, grandparents)
__________ Other

Home Responsibilities

__________ Meal times - set table, put dishes in sink
__________ Simple housekeeping - making bed, dusting
__________ Simple meal preparation - make chocolate milk
__________ Other

3. Check the following behaviors which you might like to see less of in your home, if any:

________________ crying

________________ tantruming

________________ screaming

________________ hitting brothers/sisters/dog/cat/etc.

________________ unusual behaviors (flipping hands, etc.)

4. What does your child do best that you consider to be appropriate? Please indicate favorite toys, etc. ________________________________

5. About how long will he continue doing one activity? ________________________________

6. Who plays best with your child? ________________________________

7. What are your child's favorite foods? List in order of preference. ________________________________

8. How does your child communicate with you? Please check any that your child does.

_______ cries or whines

_______ babbles

_______ uses jargon (his own special language)

_______ gestures (pointing, putting your hand on desired object)

_______ single words

_______ putting words together

_______ follows instructions

_______ understands words of others

9. If your child talks or if he ever did, please complete this question. Check the ways in which your child talks and give an example.

	Example:
_______ Names people or things	________________
_______ Asks for help or action (for example, "open door")	________________
_______ Uses common phrases (containing words which often go together, suck as "o.k.", "all gone")	________________
_______ Asks for an answer or information (what's that?)	________________
_______ Repeats others speech	________________
_______ Calls for someone	________________
_______ Greets someone	________________

_______Talks or signs to self _______________________________

_______Tells someone to do something _______________________________

10. Have you noticed any changes in your child's communication in the last 6 months?

	Increased	Decreased
Sounds		
Words		
Questions		
Attempts to communicate		
Understanding words		
Approaching others on his own		
Talking to himself		
Talking to brothers/sisters		
Playing with toys		
Playing with others		

11. What kind of things can your child do at home?

	Without help	With help
Feed self	______	________
Dress	______	________
Toilet	______	________
Play outside	______	________
Play	______	________
Other	______	________

12. What things do you do for your child? (feed, dress, toilet, etc.)________________
____
____

MEDICAL

13. Is your child on any type of medication?_____ If yes, please describe medication and its purpose, and its effect on your child._____________________________
____
____

14. Please check if your child has received individual profession help.

________Occupational Therapy

________Physical Therapy

________Hearing

________Nutritional

GENERAL INFORMATION

15. Please indicate your amount of interest in and familiarity with the following agencies or parent groups.

	Interested, familiar with it	Interested, not familiar with it	Not interested, familiar with it	Not interested, not familiar with it
a) ARC (K)ARC				
b) Crippled Children's Commission				
c) U.A.F.				
d) Count Your Kid In				
e) Group homes				
f) Workshops				
g) Vocational Rehabilitation				
h) Local recreation activities				
i) Developmental Disabilities Services				

16. Please indicate your interest in and familiarity with working on a specific skill, with your child at home, that he has been working on at school.__________

____

____

17. Would you like more information about a child's physical development?__________

18. Please list the members of your child's family and other people important to your child. (Please include pets.)

NAME	AGE	RELATIONSHIP TO CHILD

19. What kinds of things do you do as a family, during leisure time, that your child participates in?__________

____

____

20. What do you expect your child to be doing in 5 years?__________

____

____

____

21. Would you be interested in having your child's teacher and a project member come to your home to talk with you further about the project? ______________________________

____

22. Is there a time during your week when you would be most available to get together with project and/or school personnel?

	Morning	Afternoon	Evening
Monday	______	________	______
Tuesday	______	________	______
Wednesday	______	________	______
Thursday	______	________	______
Friday	______	________	______
Saturday	______	________	______

Thank you very much for your cooperation.

Project PRIDE 10/77
Some questions adapted from
"Parent Administered Communication
Inventory" - James McDonald

APPENDIX C

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Description of the Living Environment Needs Inventory (LENI)
Project PRIDE (BEH Contract #300-77-0253)

The Living Environment Needs Inventory is an assessment tool designed to identify intervention needs for the student and his living environment. The purpose of this tool is to target specific skills which might be included in a student's individual education plan (IEP) and carried over from the educational setting into the living environment.

The Living Environment Needs Inventory (LENI) is intended for use with severely handicapped students with and without physical handicaps. LENI Level I is appropriate for younger and/or physically involved severely handicapped students and LENI Level II is appropriate for older and/or nonphysically involved severely handicapped students. The LENI is an informant instrument and is to be completed by the classroom teacher in an interview with the student's parents, guardian, or direct care provider. Administration requires approximately one (1) hour.

Each version of the LENI consists of six sections. Sections I through IV are related to general information on the student, family information, medical information, therapy services or other services provided to the student in addition to education. Section V consists of the specific skill-related items. Section VI consists of family needs and summary comments made during the interview. Section I is to be completed prior to the interview and Sections II - VI are to be completed during the interview. In addition to current performance, space is provided in Section V for recording pertinent information obtained during previous administrations of the LENI. This format was designed to facilitate progress assessment.

The specific items on both levels of the LENI are organized to follow the student through his or her day and are grouped according to where or when a student might perform each item, (e.g., "bathroom related activities", "items related to outings") rather than into categories traditionally associated with educational programming (e.g., self-help, communication). Specifically, each level contains the following categories: bedroom related items, bathroom related items, mealtimes and food related items, items related to outings and leisure-time and weekend activities. Within each of those categories are self-help, communication, cognitive and interfering behavior items.

Included with the LENI is a followup observation form which can be used by the parent or guardian to monitor a particular behavior of concern determined during the interview. The parent or data collector records the time and the event that occured. Space is provided for five (5) days of observation. These data can then be used as a basis for designing a home program related to the target behavior.

The scoring system used on the LENI is designed to quantify both the frequency of behaviors and the amount of support needed by the student in order to perform that behavior. The frequency of a target behavior is coded as the percentage of time that the student performs the behavior (e.g., "He does it most of the time", is coded as 75%). Support is coded as the type of help required (e.g., "He can do it, but I have to tell him every step", is coded as a Verbal prompt). Please see "Instructions to the Interviewer" for additional information on the scoring procedure and for the specific scoring codes used.

Administration of the LENI with the pilot families indicated that revisions and reordering of specific items as well as the addition of a section on emergency situations would be desirable. Enclosed is the current version of both levels of the LENI without these revisions.

LIVING ENVIRONMENT NEEDS INVENTORY

Project PRIDE (BEH Contract #300-77-0253)

Instructions to Interviewer

Week Before Interview

1. Call for appointment:
    a. Explain purpose
    b. Give estimate of time to be involved
    c. Inform parent whether you would or would not prefer to have other family members present
    d. Confirm date, time and directions (if interview scheduled in home)
2. Fill in "up-front" information on LENI forms
    a. Cover page, Section I information - Note that if LENI has been administered previously, you will need to fill in the date and other relevant information regarding that administration.
    b. If LENI has been administered previously, informant's responses on the previous form should be entered in the appropriate columns under heading "Previous". (This information will be used in the interview to allow you and the informant to note and comment on any changes in reported functioning.)

At Start of Interview

1. Again, explain purpose and approximate time requirements for interview
2. Obtain information for Sections II, III, and IV of Cover Page
3. Explain specific types of information requested for each item in Section V: i.e., a) Level of support or mode (explain options at this point), b) Approximate frequency (explain options), and c) Note if behavior has either increased or decreased in frequency during past six (6) months.
4. Explain that informant may respond, "not sure", and that in some such instances, you may ask parent to observe child and give you information at a later point.

Scoring Code

1. "Support Level" (All items except those marked "Score Mode")

   a. I = Independent - e.g., "He can do that all by himself"

   b. V = Verbal Prompt - e.g., "He can do it, but I have to tell him every step"

   c. M = Model Prompt - e.g., "He can do it, but I have to show him how"

   d. PA = Physical Assistance - e.g., "I practically have to do it for him"

   e. 0 = Never Attempted - e.g., "I don't know, he's never tried to do that.

   f. ? = Not Sure - e.g., "I don't know, I think he does it sometimes, but I'm really not that sure"

   g. NO = No Opportunity - e.g., "We've never taken him to a restaurant"

NOTE: Score highest level (i.e., least support) if informant reports more than one - e.g., "Sometimes I have to show him, but sometimes he'll do it if I just tell him," would be scored as V.

2. "Support Level" Column: Items marked (Score Mode)

Note that items concerning expressive communication skills require that you indicate mode of communication, rather than support level. The code for scoring mode is:

   a. VE = Verbal - e.g., He says, "(child utterance)." (In this case, if utterance is less than 4 words, enter it in the "Comments" column.)

   b. MS = Manual Sign - e.g., "He uses those signs you taught in school." (In this case, ask informant to show you the signs and note in "Comments" column).

   c. G = Gesture - e.g., "He just points to it"

   d. VO = Vocal - e.g., "He has this funny whine that means, 'I don't like it"

   e. PC = Physical Contact - e.g., "He just grabs my arm and pulls me over to the TV"

If informant reports a paired mode - e.g., "He whines and points," - score both.

3. "Frequency" Column

   a. 100 = "Always;" "Every time"

   b. 75 = "Usually;" "Most of the time"

   c. 50 = "About half the time;" "Sometimes"

3. "Frequency" Column (continued)

   d. 25 = "Once in a while;" "Occasionally;" etc.

   e. 0 = "Never"

   f. ? = "Not sure"

Note that frequency is based on informant's general estimate of student's frequency of performing at highest level reported - e.g., "I usually have to do it for him, but once in awhile he'll do it if I just show him how," would be scored as a M (model) level of support at 25 (%) frequency.

4. "Comments" Column

   a If verbal communication is reported, enter verbatim of student's utterance in this column (only if utterance is 4 words or less).

   b. If informant reports that behavior has or is increasing or decreasing within past six months, indicate this as follows:

      = Increasing/increased

      = Decreasing/decreased

   c. If informant has agreed to systematically observe student to provide more accurate information on this item, indicate with a * and note the date when you will contact parent to get this information -- Remember to fill out a "Follow-up Observation" form and leave it with informant!

   d. Fill in any other comments which you feel will have implications for this student's educational program (be judicious with these, since each "comment" will increase the time required for this interview).

At the Conclusion of the Interview

1.. Fill out any "Follow-up Observation" forms agreed upon the interview and leave with informant.

2. Complete Section VI and confirm with informant the commitments and time frames agreed upon - e.g., "So you will have these two observation forms ready for us to go over two weeks from today; and at that same time I will have the information I promised you about baby-sitting services and a dentist who will work with Tommy."

3. Thank informant and "set the stage" for next contact - e.g., "I'll be in touch with you again in about 4 weeks to see if we can arrange to have you come and watch Tommy in class."

LEVEL I
LIVING ENVIRONMENT NEEDS INVENTORY

Project PRIDE (BEH Contract #300-77-0253)

Student: ____________________ **Date and Time**: ___/___/_____(_____ AM PM)

Informant: ______________ (__________) Interviewer: ______________
Name (Relationship)

Place: ____
Address & Directions

____ (___-___-____)
Phone Number

SECTION I

First Administration or Update ? (Circle One) If Update, fill in information for previous administration: Date_________; Informant: ______________

Interviewer: ______________

SECTION II

List all **members** of **immediate** family living at **home** (include pets) - Indicate name which student would use (eg., "Dad")

______________ ______________
Name (Relation)

______________ ______________
Name (Relation)

______________ ______________
Name (Relation)

______________ ______________
Name (Relation)

______________ ______________
Name (Relation)

SECTION III

Medication:

Reported in Previous LENI	Current	Reasons

SECTION IV

List any Therapy Services or Recreational **Programs** in **which** student is participating outside of school:

____

____

PROJECT PRIDE

SECTION V

LENI: Level I

MEAL TIMES AND FOOD RELATED ITEMS LIQUIDS	Support Level		Frequency Level		COMMENTS
	Prev.	Current	Prev.	Current	
1. Accepts stimulation around and in mouth.					
2. Opens and closes mouth in a controlled fashion (e.g., no bite reflex)					
3. Retains liquid in mouth without dribbling (Note: if difference between liquids: milk, juices, water)					
4. Swallows liquids without gagging in upright position. (circle: dropper/bottle/cup)					
5. Swallows liquids without gagging in supine position (Circle: dropper/bottle/cup)					
6. Reaches for bottle/cup when being fed					
7. Touches bottle/cup when being fed					
8. Moves jaw up and down					
9. Moves tongue laterally					
SOLIDS					
1. Moves jaws up & down & tongue laterally					
2. Opens mouth at sight of spoon					

<table>
<tr><th rowspan="2">MEAL TIMES & FOOD RELATED ITEMS
SOLIDS</th><th colspan="2">Support Level</th><th colspan="2">Frequency Level</th><th rowspan="2">COMMENTS</th></tr>
<tr><th>Prev.</th><th>Current</th><th>Prev.</th><th>Current</th></tr>
<tr><td>3. Takes food from spoon (closes lips over spoon</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>4. Accepts food into mouth (Note texture: pureed, finely chopped, chopped finger food - cereal, cracker)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>5. Holds food in mouth without dribbling</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>6. Chews food (lips perhaps not closed)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>7. Chews food (lips closed)</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

BEDROOM RELATED ITEMS	Support Level		Frequency Level		COMMENTS
	Prev.	Current	Prev.	Current	
1. Wakes up by self					
2. Changes activity level, stops crying, quiets or becomes excited in response to familiar sounds (adult's voice, bedroom door opening)					
3. Changes activity level, stops crying, quiets or becomes excited in response to familiar visual stimuli (adult's face, etc.)					
4. Changes activity level, stops crying, becomes excited, etc. in response to being touched by adult)					
5. Accepts being touched by an adult, when picked up, or when handled during dressing					
6. Lies passively during dressing					
7. Resists being dressed, undressed					
8. Assists in undressing if prompted: Helps in final motions					
9. If you help him/her dress (undress), does he/she anticipate and cooperate (e.g., by holding out foot for shoe, etc)					
10. Participates in undressing					
11. Assists in dressing					
12. Goes to bed at a regular time					

BEDROOM RELATED ITEMS	Support Level		Frequency Level		COMMENTS
	Prev.	Current	Prev.	Current	
13. Goes to sleep at a regular time					
14. Sleeps continuously through the night					

BATHROOM RELATED ACTIVITIES TOILETING	Support Level		Frequency Level		COMMENTS
	Prev.	Current	Prev.	Current	
1. Soils, wets at regular intervals					
2. Changes activity level (becomes fussy, cries, etc.) in response to wet or soiled diapers or pants					
3. Changes activity level (quiets or becomes excited, etc.) in response to being changed					
4. Usually remains dry during day (May be wet after naps)					
5. Remain dry during night if gotten up					
6. Dry through night					
7. Uses potty to urinate when placed there on schedule					
8. Uses potty to have bowel movement when placed there on schedule					
9. Pulls pants down at toilet					
10. Indicates need to use toilet					

BATHROOM RELATED ACTIVITIES GROOMING: WASHING HANDS/FACE	Support Level		Frequency Level		COMMENTS
	Prev.	Current	Prev.	Current	
1. Resists warm water, resists being washed					
2. Permits washing and drying of hands and face					
3. Assists in washing and drying motions (accepts soap, wash cloth, but does not apply them)					
GROOMING: BRUSHING TEETH					
1. Accepts brushing teeth, does not bite down on brush					
2. Assists in brushing teeth, but cannot do it independently					
GROOMING: COMBING, BRUSHING HAIR					
1. Accepts having hair brushed					
2. Accepts having hair combed					
3. Assists in brushing/combing hair, but does not do either effectively					
PLAY RELATED ITEMS/DRESSING (Arms and Legs)					
1. Extends arm in play/dressing (to put on shirt)					
2. Flexes (bends) arms in controlled fashion					

PLAY RELATED ITEMS/DRESSING (Arms and Legs)	Support Level		Frequency Level		COMMENTS
	Prev.	Current	Prev.	Current	
3. Moves arms purposefully (reaches for toys, clothing, etc.)					
4. Picks up objects and releases them voluntarily					
5. Can catch self with arms when sitting					
6. Extends legs when supine/prone (as in dressing to put on shoe)					
7. Flexes legs when supine/prone					
8. Bears some weight on legs when held standing					
9. Stands holding on					
10. Stands alone					
11. Pulls self to standing and lets self down					
12. Rolls over front to back (to get toy)					
13. Rolls over back to front (to get toy)					
14. Crawls					
15. Walks					
16. Puts on/removes adaptive equipment (leg braces, catheter, splints, etc.)					

ITEMS RELATED TO OUTINGS	Support Level		Frequency Level		COMMENTS
	Prev.	Current	Prev.	Current	
1. Operate wheelchair by self: mechanical/electrical					
2. Manage curbs, ramps in wheelchair					
3. Uses public restroom in wheelchair					
4. Get self in/out of wheelchair					

FAMILY NEEDS - Section VI

A. Principal Concerns re: Student's Needs: What are the skills you would most like to see worked on at school this year?

B. NEEDED SUPPORT SERVICES:

Health-related (OT, DDS, MD, etc.)

Respite (baby sitter; respite care; etc.)

Recreational

Other (transportation, etc.)

Summary:

A. School commitments: Will provide the following information/assistance by:

____ ___/__/___

____ ___/__/___

____ ___/__/___

____ ___/__/___

B. Home commitments: Will provide the following by:

____ ___/__/___

____ ___/__/___

____ ___/__/___

____ ___/__/___

General Comments:

Living Environment Needs: Follow-Up Observations

Child's Name: ____________________ Recorder: ______________________

Behavior to be Observed: ____

____

Dates (next 5 days)

: /		: /		: /		: /		: /
Response	Time	Response	Time	Response	Time	Response	Time	Response
ents:	Comments:		Comments:		Comments:		Comments:	

PROJECT PRIDE

LEVEL II
LIVING ENVIRONMENT NEEDS INVENTORY
Project PRIDE (BEH Contract #300-77-0253)

Student: ______________________ Date and Time: __/__/__ (____ AM PM)

Informant: ________________ (____________) Interviewer: ______________
Name (Relationship)

Place: ____
Address & Directions

____ (- -)
Phone Number

SECTION I

First Administration or Update ? (Circle One) If Update, fill in information for previous administration: Date________; Informant: ______________

Interviewer: ____________________

SECTION II

List all members of immediate family living at home (include pets) - Indicate name which student would use (eg., "Dad")

____
Name (Relation)

____
Name (Relation)

____
Name (Relation)

____
Name (Relation)

____
Name (Relation)

SECTION III

Medication:

Reported in Previous LENI	Current	Reasons

SECTION IV

List any Therapy Services or Recreational Programs in which student is participating outside of school:

____

____

[illegible]
Page 1

SECTION V
LEVEL II

Item	Support Level		Frequency		Comments
	Previous	Current	Previous	Current	
BEDROOM RELATED ITEMS					
1. Get up & start morning routine?					
2. Make own bed?					
3. Put away bed clothes/slippers?					
4. Get out clothes for day?					
5. Choose items of clothing to wear?					
6. Select clothing appropriate to weather & occasion?					
7. Communicate likes & dislikes re: clothing? (Score Mode)					
8. Dress himself/herself:					
a) Pull-on pants & socks?					
b) Pull-on shirts?					
c) Put on open-front shirts/ coats?					
d) Put shoes on correct feet?					
e) Fasten: snaps?					
buttons?					
zippers?					
buckles?					
Velcro?					
9. If you help him/her dress, does he/she anticipate & cooperate (eg., by holding out foot for shoe?)					
10. Interfering behavior when undressing?					
11. Know which part of body goes with each type of clothing (e.g., sock goes to foot; shirt to arms &/or chest;etc?					

[illegible]

Item	Support Level		Frequency		Comments
	Previous	Current	Previous	Current	
EDROOM RELATED ITEMS (con't)					
12. Follow logical sequence in dressing (socks before shoes, etc.)?					
13. Communicate needs for help in dressing/undressing?(MODE)					
14. Understand names of clothing items (e.g., "shoe")					
15. Undress self:					
a) Unfasten: snaps?					
buttons?					
zippers?					
buckles?					
Velcro?					
b) Remove pants, shoes, socks?					
c) Remove open front shirts?					
d) Remove pullover shirts?					
16. Interfering behavior when undressing?					
17. Communicate needs for help in dressing/undressing? (Score Mode)					
18. Understand names of clothing items (e.g., "shoe")					
19. Put away clothes:					
a) Fold clothing?					
b) Place on hanger?					
c) Place in hamper or drawer?					
d) Hang up clothes?					
20. Remove clothing at inappropriate time or place?					
21. Know what clothes should be put in dirty-clothes bin?					

Item	Support Level		Frequency		Comments
	Previous	Current	Previous	Current	
BEDROOM RELATED ITEMS (con't) 22. Other:					
BATHROOM RELATED ITEMS 1. Toileting - initiate at appropriate time?					
- use toilet paper?					
- flush?					
- wash hands?					
2. Communicate need to use toilet (Score Mode)					
3. Turn water on?					
4. Know difference between hot & cold water taps?					
5. Turn water off?					
6. Grooming:					
a) brush teeth?					
b) wash hands?					
c) wash face?					
d) wash self in bath &/or shower (circle which)?					
e) shampoo hair?					
f) comb/brush hair?					
g) use deoderant?					
h) shave?					
i) use sanitary napkins/tampons?					
7. Initiate grooming activities when needed? (e.g., when hands dirty; hair messed?)					

Item	Support Level		Frequency		Comments
	Previous	Current	Previous	Current	
BATHROOM RELATED ITEMS (con't)					
8. Study own appearance in mirror?					
9. If you assist, does he/she anticipate & cooperate?					
10. Knows major function or use of items like comb; toothbrush; etc.?					
11. Follow logical sequences (e.g. rinse hands before drying; rinse mouth after brushing; etc.)?					
12. Search appropriately if supplies not where expected?					
13. Request any needed supplies or assistance?(Score Mode)					
14. Understand names of body parts					
15. Understand names of items used (e.g., toothbrush; soap; toilet; etc.)?					
16 . Understand action words (e.g., "wash", "rinse", "scrub", etc.)?					
17. Put away grooming supplies (comb; toothpaste) when finished?					
18. Other:					
19. Interfering behaviors?(Explain)					
MEAL TIMES & FOOD RELATED ITEMS					
1. Eating:					
a) Chew food before swallowing?					
b) Eat without spilling a lot of food?					
c) Feed self?					

Item	Support Level		Frequency		Comments
	Previous	Current	Previous	Current	
MEAL TIMES & FOOD RELATED ITEMS (cont)					
d) Use spoon?					
e) Use fork?					
f) Use knife to cut food?					
g) Use knife to spread food?					
h) Keep mouth closed when chewing/swallowing?					
2. Help select food he/she will eat?					
3. Select appropriate utensil for food type (e.g., spoon for soup)?					
4. Recognize familiar foods he/she likes & doesn't like before tasting?					
5. Drinking:					
a) Drink without spilling or drooling?					
b) Drink from cup/mug with handle?					
c) Drink from "glass"?					
d) Drink through straws?					
6. Recognize when food or beverage is very hot (e.g., blows on it; sips carefully)?					
7. General table behavior:					
a) Use napkin appropriately?					
b) Place food on own plate when it is passed?					
c) Use condiments (salt, pepper, ketchup)?					
8. Eat with rest of family?					
9. Eat only own food?					
10. Pass food at table?					
11. Wait for others to start if this is family policy?					

Item	Support Level		Frequency		Comments
	Previous	Current	Previous	Current	
MEAL TIMES & FOOD RELATED ITEMS (cont)					
12. Interfering behaviors? (Explain)					
13. Search for items which fall off table?					
14. Communicate when hungry or thirsty?					
15. Communicate food likes & dislikes?					
16. Understand names of common food items & utensils?					
17. Help set table?					
18. If sets table does he/she put one of each					
19. Help clear table?					
20. Help wash or dry dishes?					
21. Fix a simple snack for himself/herself?					
22. Know where to find favorite foods in kitchen?					
23. Pour a drink for himself/herself?					
24. Put away foods & eating utensils in kitchen?					
25. What are some of his/her favorite things to eat and drink?					
26. Other:					
ITEMS RELATED TO OUTINGS					
1. Transportation:					

Item	Support Level		Frequency		Comments
	Previous	Current	Previous	Current	
ITEMS RELATED TO OUTINGS (con't)					
a) Ride in a car without distracting driver?					
b) Ride safely on a bus?					
c) Walk around own neighborhood?					
d) Cross street using appropriate caution?					
e) Ride a bike (or 3-wheeler)?					
2. Use a public restroom?					
3. Use an elevator?					
4. Use automatic doors (e.g., those in supermarkets)?					
5. Display appropriate behavior:					
a) in stores?					
b) in movie theater; churches?					
c) in parks; playgrounds, etc?					
d) when visiting in someone's home?					
e) in restaurants?					
6. Interact appropriately with persons outside the immediate family (if no, explain)?					
7. In strange situation, does he/she imitate or copy the behavior of others?					
8. Interfering behavior? (explain)					
9. Show interest in new things (tries to manipulate, touch, etc.)?					
10. Communicate need for assistance in unfamiliar situation?					
11. Communicate request for explanation when he/she encounters new things?					
12. Point out things which catch his/her interest?					
13. Wave or shake hands in greeting &/or leaving people?					

Item	Support Level		Frequency		Comments
	Previous	Current	Previous	Current	
TEMS RELATED TO OUTINGS (con't)					
14. Follow gesture & verbal directives in unfamiliar situation (e.g., "don't touch that"; "stay over here", etc.)?					
15. What kinds of outings has Name been on in the past 6 months?					
16. Anticipate routine outings (e.g., knows when you are going to store) on basis of context clues (getting coat & purse, etc.)?					
17. Other:					
TEMS RELATED TO AFTER SCHOOL/WEEKEND LEISURE ACTIVITIES 1. Use of free-time alone: Skills					
a) Appropriate use of TV, Radio, Record-player (circle all which apply)					
b) Appropriate use of "assembly" type play materials (e.g., blocks; puzzles; stacking)?					
c) Appropriate use of "imaginary" type play materials (e.g., toy cars, trucks, dolls, animals, etc.)?					
d) Appropriate use of art materials (clay; crayons; paint, etc.)?					
e) Appropriate use of large motor equipment (swings; bike; etc.)?					
f) Appropriate interaction with family pet (if any)?					
2. Understand how to operate radio, TV, etc.?					
3. Show imaginative use of play materials?					

Item	Support Level		Frequency		Comments
	Previous	Current	Previous	Current	
ITEMS RELATED TO AFTER SCHOOL/WEEKEND & LEISURE ACTIVITIES (con't)					
4. Have favorite TV program?					
5. Have favorite record?					
6. Communicate desire for certain kinds of activity?					
7. Use of free time along: Preferences - What does Name seem to enjoy doing most when he has time by himself?(Be specific)					
8. Leisure time with others:					
-Play with peers?					
-Play with siblings?					
-Participate in family recreation (swimming; "catch", etc.) describe types of activity					
-Watch TV with family?					
-Play any indoor games with family? (describe)					
9. Attempt to initiate joint activity with family members?					
10. Learn how to play new game or use new toy by watching others					
11. Take turns in games with others?					
12. Who does your child play with the most/best (include pets)?					
13. Understand rules of simple games?					

Item	Support Level Previous	Support Level Current	Frequency Previous	Frequency Current	Comments
ITEMS RELATED TO AFTER SCHOOL/WEEKEND & LEISURE ACTIVITIES (con't)					
14. Indicate desire to maintain a game or activity if it is interrupted? (Score Mode)					
15. What are his/her favorite leisure activities with family?					
16. Help out with family "weekend chores" (e.g., dusting; washing car; laundry, etc.) Describe					
17. Knows what activities are associated with certain materials (e.g., a rag means dusting; ball means going out for "catch", etc.)?					
18. Understand simple explanations or instructions about a new activity? (Score Mode)					
19. Other:					
20. Interfering behavior?(Explain)					

FAMILY NEEDS - Section VI

A. Principal Concerns re: Student's Needs: What are the skills you would most like to see worked on at school this year?

B. NEEDED SUPPORT SERVICES:

Health-related (OT, DDS, MD, etc.)

Respite (baby sitter; respite care; etc.)

Recreational

Other (transportation, etc.)

Summary:

A. School commitments: Will provide the following information/assistance by:

____ ___/___/___

____ ___/___/___

____ ___/___/___

____ ___/___/___

B. Home commitments: Will provide the following by:

____ ___/___/___

____ ___/___/___

____ ___/___/___

____ ___/___/___

General Comments:

Living Environment Needs: follow-up Observations

Child's Name: ____________________ Recorder: ______________________

Behavior to be Observed: ____

____

Dates (next 5 days)

: /	: /		: /		: /		: /	
Response	Time	Response	Time	Response	Time	Response	Time	Response
ents:	Comments:		Comments:		Comments:		Comments:	

PROJECT PRIDE

APPENDIX D

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USE OF LIVING ENVIRONMENT CARRYOVER PACKETS
Project PRIDE (BEH Contract #300-77-0253)
Kansas University Affiliated Facility
Parsons, Kansas

The severely handicapped student spends approximately six to eight hours a day in a classroom setting. During his school day, he spends time learning self-help and grooming skills, language, leisure, and possibly some food preparation and domestic skills. Teachers set classroom goals for the student, however, the functional performance criterion is generalization of learned skills to the students' living environment. Evaluation of the student's ability to perform a task in the appropriate setting, at the correct time, with available materials is an important component of educational programming and communication between parents and teachers can play a crucial role in functional performance evaluation.

Living Environment Carryover Packets have been developed to assist the teacher and parents in "carryover" of school programs to the home. Carryover Packets have been developed in four areas; language, leisure, self-help and cooking. Carryover Packets serve two functions: provide the teacher with information about the child's home environment prior to initiating a program, and encourage carryover of the student's learned skills to the home environment.

Attached is a sample carryover packet for making a sandwich. The first step in developing a carryover packet begins before a training program is initiated in the classroom. A simple questionaire is developed by the teacher and sent home for the parents to complete and return to school. The items on the questionaire are designed to give the teacher specific information about the physical variables in the home, which may affect a training program. After obtaining the information from the parents, the teacher can train with similar materials, or train in a situation similar to the home. For example, if a student's training objective is to make a sandwich, it would be useful for the teacher to know what kind of sandwiches are usually made in the home, and if the family uses sandwich spread, tub or stick butter. Using this information, the teacher can adapt the school training program to fit the student's living environment. Theoretically, this will later aid in generalization of the skill to the home. Also, the parents may find it easier to allow the student to practice his newly acquired skill if a lot of adaptions or changes in the home environment are not required.

The second part of a carryover packet is used after the student has learned to perform the skill in the school environment. The teacher now provides the family with a simple outline suggesting ways the parents can help the student demonstrate the skill at home. This outline gives the parents an idea of what to expect of the student and suggests ways assistance can be provided to the student during practice of the skill at home. Included in this section is a data form. Parents are asked to fill out the data form whenever the student performs the targeted skill. Using the data form is not meant to be a cumbersome or time consuming task. Parents should be able to check the information needed in a few minutes. Use of the data form provides the teacher with information on the student's generalization of the skill to the home.

LIVING ENVIRONMENT CARRYOVER PACKET

Making a Sandwich

Project PRIDE (BEH Contract #300-77-0253)

Content: Mary Burge (1978)
Format: Lee Snyder-McLean (1978)

Making a Sandwich

Student:______________________________ Date:_________________________

Environment information to be collected before starting program:

1) Is_______ ________expected or allowed to help when you are making a sandwich?

2) Do you use pre-mixed fillings for sandwiches (i.e. chicken salad, egg salad, etc).______________________________.

3) Do you buy lunchmeats for sandwiches?____________________________

4) Do you buy peanut butter and jelly for sandwiches?________________

5) Do you buy butter in the "tub" or "stick" butter?_________________

6) If you use "stick" butter, do you keep it refrigerated?___________

Teacher:

If this information reveals a "mismatch" between program and home, add appropriate notes to letter regarding home support suggestions.

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DO NOT

Making a Sandwich

Suggestions for supporting the program in you home.

DEAR______________________________,

WE WILL BE STARTING A PROGRAM WITH_________________________IN SCHOOL NEXT WEEK TO TEACH HIM/HER HOW TO MAKE A______________________ (TEACHER FILL IN TYPE OF SANDWICH). YOU COULD HELP_________________LEARN THIS NEW SKILL IF YOU COULD FOLLOW THESE SUGGESTIONS WHENEVER SOMEONE IS GOING TO MAKE A SANDWICH FOR________________.

1) MAKE IT A RULE THAT IF________________WANTS A SANDWICH FROM NOW ON, HE MUST AT LEAST HELP WHOEVER IN MAKING IT.

2) INSIST THAT________________WASH HIS HANDS BEFORE YOU START MAKING THE SANDWICH.

3) AFTER YOU TELL______________THAT YOU WANT HIM TO HELP YOU, WAIT TO SEE IF HE WILL START GETTING OUT THE THINGS YOU NEED. IF HE DOES NOT, TELL HIM OR SHOW HIM.

4) ONCE ALL THE INGREDIENTS ARE OUT, WAIT TO SEE IF________________KNOWS WHAT TO DO NEXT. IF NOT, TELL HIM OR SHOW HIM. KEEP DOING THIS UNTIL THE SANDWICH IS MADE.

5) INSIST THAT__________________HELP YOU PUT ALL THE INGREDIENTS AWAY BEFORE EATING THE SANDWICH.

6) YOU MAY FIND YOU HAVE TO HELP OPEN THE BREAD, AND SPREAD WITH THE KNIFE, BUT_____________SHOULD BE ABLE TO DO MOST OF THE OTHER STEPS BY HIMSELF!

7) PUT THIS LIST UP BY YOUR REFRIGERATOR OR SOMEPLACE WHERE EVERYONE IN THE FAMILY WILL SEE IT WHEN MAKING A SANDWICH FOR_______________, UNTIL YOU GET USED TO DOING THESE THINGS.

8) PLEASE FILL OUT THE RECORD SHEET EACH TIME SOMEONE MAKES A SANDWICH WITH

__________________.

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MAKING A SANDWICH PROGRAM

Living Environment Performance Record

Student's Name:________ ________ ________ ___ Dates: ___/___/___ to ___/___/___
Please fill out one line on this sheet each time someone makes a sandwich with________________.

		What did_________do? (check all that are true)						How much help did you have to give?				
Date	Whose idea was it?	Nothing	Got out items needed	Opened bread	Put ingredients on bread	Put away ingredients		None	Told what to do	Showed what to do	Helped do it.	Any Comments

APPENDIX E

CLIENT ASSESSMENT OF TECHNICAL ASSISTANCE RECEIVED

To determine whether the consultation met your needs and our objectives, we would like for you to give us your honest opinion on the value of this consultation. Please give short narrative responses to the following items. Please be as explicit as possible.

1. Briefly state why you requested consultation services:

2. Briefly state how the consultant helped you:

3. List suggestions that would have improved our consultation services:

Please circle the number which best expresses your reaction to each of the following statements:

4.	The assistance of the consultant was:	Poor 1	2	3	4	5	6	7	Excellent
5.	The ideas and suggestions presented were:	Inadequate 1	2	3	4	5	6	7	Pertinent
6.	The assistance and suggestions should prove:	Not Beneficial 1	2	3	4	5	6	7	Very Beneficial
7.	Did the consultant maintain a friendly, helpful manner:	Poorly 1	2	3	4	5	6	7	Fully
8.	From the consultation I gained:	No New Information 1	2	3	4	5	6	7	Much New Information
9.	I expect to be able to use the information I received:	Very Little 1	2	3	4	5	6	7	Very Much

TRAINEE ASSESSMENT FOR GROUP TRAINING PROGRAM
(Courses, Institutes, Seminars, Symposia, Workshops)

To determine whether the training program met your needs and your objectives, we would like for you to give us your honest opinions about this training program. Please respond to the following with short narrative statements. Please be as explicit as possible.

1. What did you want to gain from this training program?

2. Were there specific areas of information or specific skills you expected to acquire?

3. What did you gain from this training program?

4. The stronger features of the training program were:

5. Suggestions that you feel would have improved the training program:

6. What would you suggest for a future workshop that was not included in this workshop?

(continued on back)

Please circle the number which best expresses your reaction to each of the following statements:

7.	The organization of the training program was:	Poor	1	2	3	4	5	6	7	Excellent
8.	The Objectives of the training program were:	Vague	1	2	3	4	5	6	7	Clearly Evident
9.	The ideas and Activities were:	Dull	1	2	3	4	5	6	7	Stimulating
10.	The scope (coverage) was:	Inadequate	1	2	3	4	5	6	7	Very Adequate
11.	The training experience should prove:	Not Beneficial	1	2	3	4	5	6	7	Very Beneficial
12.	Overall, I consider this training program:	Poor	1	2	3	4	5	6	7	Excellent
13.	The training staff maintained a friendly,	Never	1	2	3	4	5	6	7	Always
14.	During this training program I gained:	No New Information	1	2	3	4	5	6	7	Much New Information
15.	I expect to be able to use the information:	Very Little	1	2	3	4	5	6	7	Very Much
16.	During the training program I developed:	Few New Skills	1	2	3	4	5	6	7	Many New Skills
17.	I expect to use the skills:	Hardly Ever	1	2	3	4	5	6	7	Every Day

KUAF/Parsons Objectives 1.1, 1.2, 1.3, 1.5, 3.1
9-1-77

APPENDIX F

Staff Time Accounting System
Project PRIDE
KUAF, Parsons, Kansas

The staff time accounting procedures developed and utilized by Project PRIDE (BEH Contract #300-77-0253) has two major objectives: 1) to enable staff members to objectively evaluate the amount of time they are engaged in various types of activities in relation to project goals and priorities, 2) to generate data needed for defining the work scope and economic feasibility of the regional resource team model which is proposed by the project.

Nine major categories of activities were defined. These categories reflect the major goals and procedural activities of the project. In addition, subcategories have been delineated under most of the major headings. Brief descriptions of the content of each category or subcategories are provided.

On a daily basis, each staff member completes a log of their activities. The log includes: 1) a brief narrative description of the activity, 2) the amount of time devoted to that activity, 3) when approoriate, the receiver of the service and 4) the category code number. At six week intervals. the data is collapsed to show: 1) the number of hours spent in each subcategory, 2) the total number of hours engaged in job related activities, and 3) the percent of time spent in each subcategory. This information is computed for each staff member and then collapsed further to show the same three pieces of data for all staff members combined. Because all activities are assigned a category number, summation of the data becomes a clerical job that can be completed by office staff, an individual who is not familiar with the activities, or be entered into a computer.

The summary data is useful on at least two levels. 1) individual self management, and 2) administrative or total project management. The system is not conceptualized as an accountability system in which staff members must account to administration for how they spend their time, but as a documentation of activities that can be used in: 1) project evaluation (i.e.. are we utilizing our time in accordance with our stated goals and objectives). 2) designation of

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responsibilities based on work load, 3) future planning both for project activities and continuation of project activities by other agencies (i.e., local LEA's), and 4) identification of needs.

Specific rules for analyzing the summary data have not been developed. Analysis is subjective and should be approached with caution. However, it provides indicators for management and planning. Project PRIDE has found it useful to look at: 1) data trends across time within a specific category, 2) comparison of time distribution across staff members, 3) significant deviations from the trend for one staff member or staff as a whole. Additional information can be retrieved when and if it is needed. For example, the amount of time devoted to a particular client, school or agency, the amount of time devoted to training in a particular domain, a listing of clients served, topics covered in inservice, etc. This information can be retrieved from the short narrative notes on the client served section with minimal effort.

Each agency or group using such a system would need to develop categories and subcategories which reflect the activities they commonly engage in. Refinement, further division and elimination or consolidation of categories will probably be necessary during initial development. In addition, when first using the system, it may be useful for individual staff members to compare their classification of specific activities to insure inter-recorder reliability.

A final caution: The system is only useful if the people using it find the information useful. If mandated as an accountability system, the reliability of data and the validity of interpreting that data for planning and evaluation must be questioned.

Attached are copies of each component of the system.

1) A blank daily log form
2) A sample daily log form which has been completed
3) Description of the categories used by Project PRIDE
4) A blank data summary form

Project PRIDE
Time Accounting Categories
Revised 2/79

1. Pupil program development and evaluation

   Includes: evaluation and assessment - initial and ongoing
   program writing
   materials preparation
   student staffings
   observation in classroom

2. Provide inservice (demonstration sites)

   2.1 Informal to classroom personnel

   Includes: demonstrating programs
   demonstrating methodology
   explaining rationale, procedures within classroom settings or while students are present
   *student oriented

   2.2 Formal, to classroom personnel

   Same type activities as 2.1, however, when students are not involved: formal didactic presentation. *Topic oriented

   2.3 Formal inservice to staff

   Provide a topic oriented training session for other staff members

   2.4 Preparation for formal inservice

3. Dissemination

   3.1 Preparation for dissemination - preparation of talks, materials, handouts, rough media

   3.2 Delivery of information - actual presentation, workshops, technical assistance, information to other sites

   3.3 Product development - development of products which when developed will be able to stand alone (papers, media presentations, checklists, etc.)
   Repeatable as an entity

4. Administration

   4.1 Federal reports and negotiations, writing proposals, large scale public relations

   4.2 Staff meetings

   4.3 Local administration, personnel evaluation, correspondence, organization

   4.4 Public relations with individual school staff members

5. Professional development

   Includes: attendance of workshops, conferences and other presentations intended to increase professional knowledge
   study of professional material that is not directly related to another category
   receiving inservice

6. Travel

   6.1 Time spend traveling to demonstration sites

   6.2 Travel to conferences, K.U., technical assistance sites, etc.

7. Parent relations and services

   7.1 Planning and implementation of parent activities

   7.2 Ecological analysis

8. Evaluation

   8.1 Classroom personnel evaluation system

   8.2 Project evaluation

9. Down time

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KUAF/Parsons Daily Log

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Staff Member________________________________

Year____________________

Date	Objective Number	Time on Activity	Description of Activity	Client

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ME: ____________________

ATE: ____________________

	6-1-79 7-15-79	7-16-79 8-30-79	9-1-79 10-15-79	10-16-79 11-30-79	12-1-79 1-15-80	1-16-80 2-28-80	3-1-80 4-15-80	4-16-80 5-31-80
	Hr./%time	Hr./%time	Hr./%time	Hr./%time	Hr./%time	Hr./%time	Hr./%time	Hr./%time
. Pupil program development & evaluation								
. Provide inservice (demo.site)								
2.1 inf. to classrm personnel								
2.2 frml, " " "								
2.3 frml inserv. to staff								
2.4 prep. for frml in-serv.								
. Dissemination								
3.1 prep. for dis.								
3.2 delivery of info.								
3.3 product development								
.0 Administration								
4.1 fedrl reports,								
4.2 staff meeting								
4.3 local administration								
4.4 pub. rel. with school staff								
. Profes. Development								
. Travel								
6.1 Travel to demo. sites								
6.2 Travel to conf., RU, etc.								
. Parent Relations								
7.1 planning parent activ.								
7.2 Ecological analysis								
. Evaluation								
8.1 Classrm persnl eval.								
8.2 Project evaluation								
. Down time								
TALS								

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PROJECT PRIDE

APPENDIX G

Student Evaluator Date

Fine Motor Scale
Hand & Arm Use

Consistently	Inconsistently	Never	Motor Movement	Comments
			1. Reflex grasp, thumb not included.	
			2. Purposeful reach, poor control.	
			3. Move hand to mouth.	
			4. Move right hand to midline.	
			5. Move left hand to midline.	
			6. Pick up object using crude palmer grasp.	
			7. Bring hands together at midline (Bilateral hand movements).	
			8. Pick up objects using raking grasp, medial side of thumb.	
			9. Transfer object from one hand to other hand.	
			10. Maintain neutral forearm position (at least five seconds).	
			11. Hold object using full palmer grasp.	
			12. Pick up one object. Hold first object while pick up second object w/other hand.	
			13. Hold object in one hand and manipulate it w/the other hand.	
			14. Stimulated release.	
			15. Pick up object using lateral pincher.	
			16. With one hand, hold an object and pick up a second object.	
			17. Reach into container and remove object.	
			18. Supination of hand and forearm.	
			19. Ulnar deviation of hand.	
			20. Radial deviation of hand.	
			21. Voluntary release.	
			22. Purposeful reach, good control.	
			23. Pincher grasp.	
			24. Apply pressure to move object.	
			25. Point and poke with individual fingers.	

Project PRIDE Working Draft 1977